

THE SCHOOL JOURNAL.

"Education is the one living fountain which must water every part of the social garden."

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New York, August 4, 1883.

**THE
Scholar's Companion
FOR AUGUST**

Will be found to include a great variety of reading for its armies of young friends. Agreeable to the time of the year there are many articles which make light and instructive literature. There is a history of "The Crocodile," with a full page illustration: an account of a little girl's visit to two noted flower gardens of Washington City; "Something about Cacti," "How to Learn to Swim," and other out-of-door pieces. The other especially attractive contributions are, "Wonderful Terrors," "Carrier Pigeons," "Careless Letter-Writers," "I'll Try, Sir," "How to Draw," "Story of a Beggar Boy," "The Character &" Ready Replies," "How a Poem was Written," "A Short Speech," "How to Make Love," "Showing Off," "How to be Handsome," "My Quartz Crystal," "How Calicos are Made," "Perseverance Wins," "Sponges," "How a Newsboy Became a Capitalist," "What Calling?" "The Times," and "Stories About Girls." The number is made attractive by four or five interesting illustrations, and there are speaking indications on every page that the favorite little monthly is enjoying decided prosperity. All boys and girls should subscribe for it.

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THE "History of the N. Y. State Teachers Association" is the first effort to gather the results of the discussion of the teachers for a series of years into a compact shape for inspection. It will be the forerunner of several volumes of this sort, undoubtedly; in such volumes will be seen the results of labor in a given direction. The volume will be attractive to all interested in N. Y. State educational matters.

THE "times" are not quiet, there is a good deal of dissatisfaction abroad. Politics is only another term for bossism; the laborer is no longer satisfied "to labor and to wait;" the church is pelted as by a cyclone; our education suits nobody; the country sees vast corporations, that it could not do without, getting franchises that in a quarter of a century will be worth more than all the rest that is left. Say what you will we need clear heads in these days. True, the world will hold together, but we want to leave it better than we found it.

A BROOKLYN paper states that the movement there is to make the text-books free, and to subordinate the grammar to the primary schools. It adds that the time has passed when a mayor could simply express devotion to the schools. To make the text-books free is a good policy. The so-called "grammar-schools" won't have much grammar left in them in a few years; they are really advanced primary schools, and the JOURNAL has long advocated calling them "Advanced" schools. As to a well-advanced policy instead of a gushing devotion, we like that; we have had enough gush. But is this all the policy there is in a city of 600,000 inhabitants?

THE National Education Assembly for 1883 meets at Ocean Grove, New Jersey, Aug. 9, 10, 11, 12. The conductor is the Rev. Dr. J. C. Hartzell, of New Orleans. Gov. Pattison, of Pennsylvania, will preside at the first session, the opening address will be delivered by Gen. John Eaton, U. S. Commissioner of Education. 1. "National Aid to Common Schools." Addresses will be delivered by Senator Blair, of New Hampshire, Judge Tourgee, of Philadelphia, Dr. W. R. Waite, of Washington, Dr. Wickersham, and others. 2. "The Negro in America." Addresses by Frederick Douglass, Bishop H. W. Warren, of Atlanta, Ga., Dr. Ward, editor of the *Independent*, and Dr. Hamilton, of Boston. "The Mormon Question." Addresses by Bishop Wiley, Bishop Tuttle, and Rev. Dr. Kendall. 4. "The Indian Question." Addresses by Gen. Clinton B. Fisk, Bishop Whipple, Capt. Pratt, Bishop Coxe, Herbert Welsh, Esq., and Henry Pancoast, Esq. Mrs. A. S. Quinton, and Dr. Sheldon Jackson.

THE telegraphers are out on a "strike." It is a thing to be deplored. Wages are not raised by strikes. The "Brotherhood of Telegraphers"—a society which composes a large part of those in this kind of work—

proposes two things both of which are wrong and impracticable. One is that woman shall receive the same pay as man. We do not object to a woman's getting the same pay as a man or even more pay; we object to any rule or law on the subject. The effect will be to turn women out of the work that has been by great effort got for them. We say to every woman, get all you can for your work, but get the work anyhow. Don't let these people delude you. If that rule were adopted, women would see the work pass into the hands of men.

Then this "Brotherhood" proposes to allow only a certain number to learn the art of telegraphy! This they think will keep the price up! This is butting against the diffusion of knowledge. The wheels of time cannot be turned backward. Perhaps such a plan as this might have operated two hundred years ago, in Europe, but not to-day in free America. The genius of these times is to open all knowledge to all men.

If we had been called on to advise these strikers we should have used these words of the apostle "be no strike;" and then true to our instincts should have advised "try education." We would propose the formation by the "Brotherhood" of Schools of Telegraphy and that they should urge on the companies to employ none but those who had been trained to be skillful workmen in and possessed a diploma from these schools. This might not cure all the ills they complain of but it would mitigate them.

QUEER THINGS.

"The New England superintendents seem to both hate and fear Parker." (*Our Fabyan correspondent.*)

"The reason Parker made such a success in Quincy is that the New England schools were fifteen years behind those at the west." (*Explanation of many prominent superintendents.*)

"Parker's removal to the west took a heavy load off of Philbrick's shoulders; they mean to crowd Seavers to the wall if possible." (*Our Boston correspondent.*)

A GOOD TIME.

Meeting a teacher just from the White Mountains we asked him about the American Institute of Instruction.

"Oh, we had a good time."

"What do you mean by that?"

"Saw lots of people."

One from Chataqua said about the same thing as to the Ohio meeting. So did one from the Penn. meeting. A good time! Is that all these meetings amount to? Are the addresses and papers mere side issues?

"UNBRIDLED PARKERISM."

The notes of Col. Parker's "Talks on Teaching" brought out a three-column notice in the Boston *Journal of Education*. It handled the matter quite gingerly, as a boy does a live lobster, but it thought "unbridled Parkerism" a decidedly bad thing. (It has, however, been trying to get the

frightful Parker, without any bridle or halter on, to edit one of its papers!) The opinions of many men, ranking too high to be set aside, are that the doctrines in this book will do a world of good to our schools.

President Thomas Hunter, New York Normal College, says: "I have read with close attention the advance sheets of a work entitled 'Talks to Teachers,' by Col. Parker. I consider it an invaluable addition to the literature of Pedagogy. In terse, cogent, incisive, and simple language, he has given expression to the best thoughts of the best educators of all times, and stamped these thoughts with the impress of his own strong individuality. What struck me most forcibly in reading the work was the sound common sense that every where pervaded it. Most cordially do I recommend it to my fellow teachers."

Now, President Hunter is a man of large abilities; he is capable of comprehending the work Col. Parker has done and is doing. He recommends this "unbridled" book to his fellow teachers.

Supts. Harrison and Calkins, of New York city, express themselves as confident of the good these "Talks" will do. We need not say, but we will, that these two men are as *educators* what Saul was in his day,—of high stature. And so we might go on and show the perverseness of men of great experience and education in recommending the introduction of "unbridled Parkerism" into the hands of teachers, normal school principals, County and City Superintendents, teachers, and the press (except the *Boston Journal of Education*), all unite in pronouncing it a wonderful book. Well, well.

THE UNIVERSITY CONVOCATION.

OPENING DAY.

The Twenty-first convocation of the University of the State of New York was opened in the Court of Appeals room in the new Capitol at Albany, Tuesday, July 10.

Chancellor Pierson delivered his annual address. He said that during the twenty years now elapsed, the cost of maintaining the public schools had increased from \$4,000,000 to nearly \$12,000,000 a year. The character of the schools had increased in nearly the same ratio. Meanwhile the private schools and academies, intermediate between the public school and the college, have shown a remarkable development. In twenty years the number of professors in the colleges have increased from 125 to 352, the students from 1,300 to 8,700 and the annual graduates from 250 to 500; while the college property has, in the last ten years, grown from \$10,000,000 to nearly \$20,000,000. The duty of the regents was the perfection of methods for obtaining better education. This work has been chiefly conducted through examinations of students in the academies and those who are to enter professional life, and in preparation for the post-graduate course, for which provision has been made.

Referring to medical colleges, the chancellor said there was a strong sentiment in favor of a preliminary preparation for the practice of medicine.

Prof. S. G. Williams, of Cornell University, made a verbal report from the executive committee. He said the committee had under consideration the wants of academies, Normal schools and colleges, and the papers to be presented would treat of the practical and theoretical view of the three branches of education. The practical side would be represented by two important papers.

Principal W. K. Wickes, of the Watertown High School, then read a paper on "Civil Government as a Science and a Study." He spoke of the difficulty of constructing an interesting argument on the science, or of awakening an interest in the study, since on the essential principle of the first, men are quite agreed, and the practical importance of the second all men concede. He intimated that such agreement produced apathy. As helps to the study, he mentioned pictorial illustration, the history of foreign nations, famous localities, history of the colonies, brief sketches of the lives of the signers of the declaration and the Constitution, the narration of remarkable incidents, pivotal events, and the interpretation of current events.

Principal A. C. Hill, of Cook Academy, then read a paper on "Academies in their Relation to Other Schools." The term "academy" had become ambiguous and needs a definition. In the proper sense, "schools" doing the intermediate work between the common school and the college were academies. In this view, the term applied to academic departments of union schools, and to normal schools, as well as to the old time academy. The condition of the district schools was more deplorable than it was twenty years ago, and the secondary education furnished by the State was greatly inferior to that furnished by the old time academy. The State was attempting to do too much for education, and was doing nothing well. "I am surprised to find among educators so few warm friends of the academy and very much regret to feel that I stand so nearly alone to champion the cause of the school which has, perhaps, done more for higher education than all other schools combined. The endowed academy, independent from politics, free from the restraints of penurious taxpayers, though now crushed to earth by the ill-advised policy of the State, will rise again and resume its position and prestige as the real public school of the republic. The people desire popular education, and in their zeal are the tools of designing demagogues. The prospects are alarming and the question is asked, has the State the right to provide higher education. I answer emphatically, no! Religious questions cannot be kept out of higher education; indeed, it forms a part of higher culture. A boy cannot go far in higher education before he comes face to face with the question of a God. As a matter of fact, the question of religious education is practically ignored in our public schools, and professed atheists are to be found in them, and even in our Normal schools. There can no more be a union of school and State than there can be one of church and State. It seems to me that the true republican principle is to leave higher education, which is so closely connected with the development of character, to philanthropy.

The paper was discussed by President Waterbury, of the Albany Normal school, Principals Hill and Farr, and Instructor Cole, of Troy; Principal Cheny, of Kingston; Principal John H. Bradley, of the Albany High school; Regent Fitch, Principal Winne and Prof. O'Leary, of Manhattan College; Principal Joslin, Regent Leavenworth, and others. President Waterbury said that his institution had existed thirty-eight years, and during that time it had confined itself to its legitimate field. Its graduates had actually taught. It had changed the face of public school education in New York and New Jersey. It has been largely instrumental in forming the school system of Wisconsin, Minnesota, Iowa, California and Oregon. It is in no way in competition with academies. It did its own work, and from its graduates it had furnished over 8,000 teachers to the district schools of the State of New York.

AFTERNOON.

The session opened with a discussion of "Classes for instructing common-school teachers in academies." Inspector Albert B. Watkins read a number of reports to the regents last January, showing the amount of work that has been accomplished.

School Commissioner C. E. Surdam, of Port Washington, advocated the normal system. There should be at least twenty-five normal schools in this State. The time has come when the graduates from the high schools cannot go into the public school and instruct the scholars.

Principal Hill was opposed to teachers' classes in academies, because the work proposed for them, so far as it is professional, belongs to the Normal school, and, so far as it is academic, separate classes are not necessary. The discussion was continued by Principal Howard, of Massena; Principal Verrill, of Delaware Literary Institute; Principal Farr and Principal Lovell. At the conclusion of the discussion, a paper entitled "Academic Libraries" was read by Prof. J. H. Gilmore, of the University of Rochester. This paper has been prepared at the special desire of the regents, as a special guide to the officers of academies in select-

ing books for their libraries. It will be printed and circulated for this purpose.

Rev. E. Wentworth, D. D., of Sandy Hill, then read a paper on the Chinese literature and language.

EVENING.

Prof. W. D. Wilson read a paper on "The Legitimate Use of Fictions in Science." Among his remarks, Prof. Wilson said that science is based on facts. But we need fictions as a means of explaining facts. It is my object truly to state and illustrate this proposition. Facts have a substantial existence; fictions have none, but are created by the mind itself, for the use I have indicated. My first illustration is taken from the science of geography. The earth is a fact. Its mountains and rivers are facts. But in order to discuss the location of these facts, and for other purposes of geography, geology and astronomy, we invent fictions; thus the equator is a fiction—an imaginary line. We also invent or suppose parallels of latitude, we imagine a pole and an axis to the earth, and, by means of these fictions, we discuss many other questions of geography and the kindred sciences. In the same way we invent fictions in mathematics; the unit, the point, the line, etc., are fictions. Every object in motion is, in a sense, a unit. But no unit is a real object. All real objects have properties that constitute their essence and distinguish them from one another. But the unit has no one property. It is supposed to have being and that alone. So the point has no properties. It is supposed to exist in space, but not to occupy space. It has no dimensions. Now these fictions are indispensable, for mathematics at least. We can make them to be just what we want them to be. We can, and often do, ascribe to them contradictory and impossible properties. We speak of the properties of objects. But besides that we suppose them on certain "forces" in creation as well, as for instance, heat, light, etc. Bodies are hot, and as such, or when in that state, they produce effects and exert influences on others, but they do not exert except when they are hot. But heat is no object, it is merely a mode of motion—a fiction. We find it convenient, if not necessary, to imagine an object by that name. In the same way, time and space may be regarded as instances of the kind. Space, it has been said, "cannot be a substance, for it has no properties, and it cannot be a property for it exists when there is no substance." If now we mistake these fictions for realities, we are making two mistakes: first, we are constantly asserting or suggesting events that never take place; second, referring them to causes that have no effective existence anywhere. We intermix and combine what is never mythology or poetry with scientific truth, and the way is open for any theory or hypothesis that fancy may suggest or caprice may induce us to prefer.

Prof. Cornelius O'Leary, of Manhattan College, read a paper entitled "Evolution in the Light of Recent Researches." The writer set forth the condition of the doctrine of Evolution as it exists today, more especially in France, Germany and England.

SECOND DAY.

The Convocation reassembled at 10:15 o'clock Wednesday morning, being called to order by Regent Fitch. Dr. D. F. Lincoln, of Reading, Pa., spoke on "School and College Sanitation," alluding to the necessity of pure air, and showing how it could be obtained. The subject was discussed by Superintendents C. B. Tompkins, of Elmira, and Snow, of Auburn, and Dr. Elisha Harris, of the State Board of Health.

Principal T. J. Morgan of the State Normal School, at Potsdam, read a paper entitled "Open questions regarding Normal Schools." He said it might be premised as settled that: Training schools are an essential part of our public system of education; (a) teaching is a profession; (b) there is a science and pedagogics; (c) a few months of observation and practice under intelligent criticism in the training school may supply the wisdom gained otherwise only by years of painful experience; (d) the Normal School sustains to the

profession of teaching the same relation that military, theological, medical and law schools do to profession of law, medicine, theology and arms; (e) a wise economy in the yearly expenditure of more than ten million dollars by the State in the maintenance of its school system dictates the expenditure of a few thousand dollars for maintaining training schools to render the common school system efficient; (f) what has been urged theoretically has been verified historically and practically. The Normal Schools of the state are to continue for the present undisturbed in their essential features. Any radical and sudden change in the plan or management of these would be unwise. These institutions, like the system in which they root themselves, are a growth, and by a process of solution, extending through a series of years, must adjust themselves to their work and environment.

The subject was discussed by Principal A. C. Hill, who was opposed to the State's paying for anything more than an elemental education.

President Waterbury, of the Normal School, showed that the Normal Schools did furnish teachers to the district schools of the State, the Albany school having, in the twenty-eight years of its existence, furnished over 8,000 under-graduates. When the school opened last year, there were 202 applicants for admission; 182 were examined and 162 admitted. Of these 146 passed the examination of the first term, and 86 graduated this year. As to whether the graduates teach or not, of the class of 1845, President Waterbury has received reports from twenty-three of the students who have taught 289 years. Of the first class of 1846 he had received letters from, and heard of about twenty. A number of those who graduated that year died almost immediately after graduation. The twenty have taught for 143 years. Of the second class of 1846, twenty-two have been heard from, and, combined, they have taught 381 years. From the class of 1849, thirty-four were heard from, and they have taught 387 years.

Principal G. C. Sawyer, of Utica, then read a paper on the "Regents' Examinations."

Dr. Murray, secretary of the board of regents, explained that the paper had been prepared at the instance of the board and they invited the discussion.

Principal Bradley, moved that the paper be referred to the standing committee on regents' examinations, and its discussion be taken up at the afternoon session.

AFTERNOON.

The session opened with a prayer by Prof. Henry A. Frank, of Hamilton College, entitled "A term's work in English literature." The aim was to suggest methods by which a limited time devoted to this might be made largely useful. The subject was divided into two parts, viz.: The study of the history of literature, and the study of the literature itself. The method which received the warmest advocacy was the reading from representative authors, in the class room by one member of the class, while some other member is called upon to reproduce in his own language what has been read. In this way, the class are made acquainted with a wide range of literature under the immediate direction of the instructor. It is found valuable also as mental discipline, and as elocutionary and rhetorical training.

In the absence of Prof. R. S. Bosworth, Dr. Watson read his paper on the "Order of Study in Natural Science." No doubt the skillful teacher should encourage as well as he may, even in the youngest pupils, habits of observation of all natural objects and phenomena, no matter to which of the great branches the properly belong; let him early begin his collection of minerals, botanical and entomological specimens. The writer thought that the natural sciences, Chemistry underlies them all, and that is the true basic science. Geology should be the last study.

In the absence of the writer, the chairman of the executive committee, Prof. S. G. Williams, read a paper on "The Utility of Zoological Collections in Education," prepared by Dr. William A. Conklin,

who has charge of the living collections in Central Park: "It is an error to suppose that we cannot study the character and habits of the different members of the animal kingdom outside of their native state when enjoying the liberty of a wild life; that in captivity we can acquire no accurate notions in respect to them, since their actions are then restricted and modified by the new conditions of their life. The establishment of zoological gardens has also helped to throw a flood of most welcome light on the instinctive characters, habits and actions of those animals that have been kept under observation."

Prof. LeRoy C. Cooley, of Vassar College, then presented a paper on "Apparatus suitable for teaching Physical and Natural Science in Academies." This paper was prepared at the request of the regents as a companion to Prof. Gilmore's paper on the selection of books and will be printed and circulated with it.

The session concluded with a paper prepared and read by the Principal G. W. Gillette, of the Schuylerville Union School, entitled "Do our schools tend to destroy practical talent?"

EVENING.

A large audience assembled in the old Court of Appeals room in the new Capitol and listened to an address by Albert S. Bickmore, Superintendent of the American Museum of Natural History, at Central Park, New York. A sheet was stretched between two pillars and upon it was projected a representation of the specimens in natural history that are unfamiliar to the students in this vicinity. The ape was pictured and his resemblance to mankind in the earlier stages of development was made apparent.

The Chancellor of the University, Hon. Henry R. Pierson, entertained the members in attendance at the convocation at his residence on Elk street, in the evening (July 11). The presence of Governor Cleveland, who arrived at a few minutes of ten, was taken advantage of by the members of the convention, who were anxious to have the pleasure of meeting him.

THIRD DAY.

The closing session was held Thursday. Prof. W. D. Wilson, of Cornell University, was called to the chair. Principal T. J. Backus, of Packer Institute, read a paper on "The Philosophy of the College Curriculum." He said the American college is a natural outgrowth from the American life. The plan of organization, the customary ecclesiastical alliances, the courses of study, and the methods of teaching are native to the institution. They are not, as is commonly supposed, graftings from English or German University. With all their defects they are giving the most interesting evidence that is given in proof of an original and trained intellect at work among our countrymen. After revising the various studies in the curriculum, the speaker returned to the legitimate purposes of the college. It is to help students to active thoughtfulness, the power to think—it is not to help them achieve Latin, Greek, Astronomy and Natural Sciences. It is not to give them their inheritances, but to fit them the better to use their inheritance when they shall come into possession of the problems which belong to the general and to the personal life.

President R. P. Fairbairn, of St. Stephen's College, then read a paper on the "True Idea of a University."

Prof. C. W. Bennett, of the Syracuse University, read a paper on "Post-Graduate Courses and Degrees." Degrees should stimulate to good scholarship, should encourage methodical work, should broaden and strengthen the true university idea.

D. J. Pratt, Ph. D., assistant secretary of the board of regents, then presented a paper on the "Annals of Public Education in the State of New York." It was read by title.

Dr. Pratt, as chairman of the committee on necrology, read memorial notices of Peter Cooper, Professor Charles Avery, Prof. Henry Draper, Bishop Jesse T. Peck, Prof. Joseph S. St. John, Principal Henry A. Pierce, Prof. Thomas Spencer Lloyd, Principal Alonzo Chittenden, Mrs. B. N.

Martin, ex-Regent E. D. Morgan and Prof. Joseph Chadbonne; Gen. John N. Hungerford, of Corning; Dr. Henry Bannister of the Cazenovia academy; Dr. Copeland, of Springville academy; Mrs. John H. Willard, of the Troy female seminary; Prof. Charles E. Anthon, of New York; Dr. James B. Thompson, principal of the Auburn academy.

Prof. Moses Coit Tayler, of Cornell University, then delivered an oration on the "Historic Beginnings of our Present American College System." He said, in the early colleges of the United States, the presidents used to correct the students in their Latin exercises *extempore*, but he doubted if there was now a college president in the United States who, if then living, would be capable of presiding over the early colleges on their commencement day.

Chancellor Pierson then announced the following committees:

Committee on the centennial anniversary of the university—Prof. Wilson, President R. B. Fairbairn, Prof. Edward North, Prof. C. M. O'Leary, President D. H. Cochran, ex-Principal Clark and Principal Bradley.

Executive committee for 1883 and 1884, appointed by the regents—Prof. J. H. Gilmour, chairman; Profs. Maurice E. Perkins, Patrick F. Daily, St. Francis Xavier College; Principal Morgan, Potsdam Normal School; Inspector A. B. Watkins, regents' office, Principal J. M. Cassedy, Albany; Principal J. W. Wright, Cooperstown.

The convocation was then adjourned for one year.

AMERICAN INSTITUTE OF INSTRUCTION.

FIFTY-FOURTH ANNUAL MEETING AT FABYAN'S WHITE MOUNTAINS.

FIRST DAY.—July 11.

The 54th annual meeting of the American Institute of Instruction was held at Fabyan's, White Mountains, July 11, 12, and 13.

President Walton called the meeting to order, and made a brief address of welcome. Prayer was offered by Rev. Dr. Withrow of Boston.

The regular exercises opened with a paper by Hon. T. B. Stockwell, Commissioner of Education of Rhode Island, on "How Can the Common Schools be Improved?" He approved of common schools; thought them better than ever before, but the times demanded something more advanced.

The report of the Standing Committee on "Industrial Education," by Prof. J. D. Runkle, of Boston, referred to the report on "Industrial Education in the United States," recently issued by the Bureau of Education and held? "The industrial element of education should be introduced in some form, so as to turn the attention of the pupils toward work while they are passing through the schools. The decay of the apprenticeship system is one of the chief causes of the conflict between labor and capital, and the question arises as to whether we can make our system of public education take the place of apprenticeship. As a rule, hand instruction should not be given by the ordinarily-trained mechanics, but by teachers who have had the proper preparation, which must include sufficient skill and ability to teach. The best place for the preparation is in the normal school. There is no reason why women should not teach all the hand-studies needed in our elementary and grammar schools. If only a single hand-course can be taken in the grammar school this should be in wood, as it is the best adapted to the physical strength of the pupils, while the tools and manipulations have a wide range of application.

At the evening session Mr. Homer B. Sprague argued for the most liberal support of "High Schools." But a single phase of the subject was presented,—that the safe efficient working of our governmental institutions imperatively require that a majority of the voting population shall receive a better education than primary or grammar schools can give.

SECOND DAY.—July 12.

The session opened with an address by President Geo. A. Walton, and this was followed by "School

Supervision," by Henry Barnard, LL. D., Hartford, Conn. The address dwelt largely in personal reminiscences.

"Present Condition and Needs of School Supervision in New England," was a paper by S. T. Dutton, A. M., Supt. of Schools, New Haven, Conn. Considered from an economic standpoint the condition of affairs in the country town is deplorable, and nothing can be expected until a change is made from the district to the town plan of organization, and the schools are fewer in number, more centrally located, and transportation is provided for the children remotely situated. Under this plan supts. should be secured for every group of from four to eight towns.

"Duties of School Superintendent," was a paper by Dr. A. P. Stone, Supt. of Schools, Springfield, Mass.; he said: "Foremost in importance among these duties is that of securing teachers. The difference in schools is substantially the difference in teachers. The great waste of money in poor teachers is positively alarming. The supt. is charged to remedy the evil,—to seek out competent teachers, —and he can afford to ignore locality, politics, sectarianism, charity, and friendship, in his insistence upon first-class ability for the work of teaching."

The president then announced the standing committees.

At the afternoon session, the "Relation of the College to the Common School," was discussed by M. H. Buckham, LL. D., President of the University of Vermont.

The discussion was by W. T. Harris, Gen. Eaton Prof. L. Soldan, and W. A. Mowry. The "Application of the Principles of Psychology to the Work of Teaching," was the title of the Bicknell Prize essay. The prize was awarded to W. N. Hailmann of Detroit, Mich., whose essay was then read. The evening exercises comprised singing by Mrs. Osborne and Mr. Bancroft, readings by Prof. Mather, and an address by Mrs. M. A. Livermore, of Mass., whose topic was, "A Dream of To-morrow."

THIRD DAY.—Friday, July 13.

The time was consumed chiefly in the transaction of business.

President White of India, discussing certain resolutions offered, said that, if the American Institute has passed its 50th anniversary, leaving the necessity or importance of school supervision in doubt, there is little hope that any of our educational associations will ever advance beyond the alphabet of school organizations and management. The solution of this difficulty involves a testing of the results of instruction and securing of needed uniformity without reducing teachers to operatives. Supervisors must improve, instruct, and guide teacher, and at the same time leave each teacher free to teach according to his conscience and power.

The Com. on Nominations, through A. G. Boyden, chairman, made the following report, which was adopted:

Prest.—Homer B. Sprague, Boston.

Sec.—Robert C. Metcalf, Winchester, Mass.

Asst. Sec.—George Church, Providence.

Treas.—James W. Webster, Malden.

Asst. Treas.—J. Milton Hall, Providence.

And several vice-presidents from various States, headed by Henry Barnard of Connecticut.

At the general session a paper on "The Education we Need," was read by President J. H. Seelye, of Amherst. "We need to find in the higher school the perpetual support of the lower. Whatever may be true respecting the general doctrine of evolution, in education matters we start from above and go downward. The higher school is the parent, not the child, of the lower one; and the lower school depends upon the higher one for its sustenance and growth, its constant guidance and guardianship as well as for its original being. The education which we need is largely an education in language. Language is only the form of thought, but it represents the very body of thought itself. Teach the child language, then. Teach him his mother tongue. Give room, give more room for writing, reading, and spelling in our schools. We need not disparage scientific and practical educa-

tion; but this comes later, and belongs properly to the grade of the professional school. Common schools are not professional schools, and we shall make a great mistake if we start the professional training too soon. His third point was the need of moral training. It is not by their intelligence, but alone virtue, that any people can be kept free and prosperous. Intellectual training without the training of the will only increases the power for evil without giving any direction toward the good. The great wrongs under which the world groans are not the result of ignorance. Men are doing wrong all the while with the clearest knowledge of the wrong.

The next paper was "Two Ideals of Education," by F. W. Parker, and it proved the event of the meeting. Col. Parker said two ideals of education divide teachers into two distinct schools of thought and method. One idea is the harmonious development of body, mind, and soul. Under this ideal the highest good of the individual lies in the full, harmonious growth and development of all germs or faculties existent in the mind at birth. Knowledge of three things is absolutely indispensable to the real art of teaching,—the growing mind, the means of growth, and the adaptation of means to growth. He classified the science of teaching under five directions for study and research, as follows:

The mind and its laws; the branches of study,—their order and logical development; the arrangement of these branches into a system following the laws of mental growth; the adaptation of the system or means of development to the general laws of the mind; the knowledge of individuals, and the particular modification of methods necessary for their especial growth. The last study is the culmination and result of the preceding investigations. In fact, these studies form one complete whole, each absolutely essential to the other; for one may know psychology and not be able to take a single step in teaching. The science of teaching is in its infancy.

The great need of to-day is to appreciate how little we know, how much there is to be learned, and the selection of a right ideal or motive, a motive that will lead us in the right way, however slow. The second ideal is that of quantity. The principal requirement, under this ideal, is a certain predetermined, fixed quantity of knowledge and skill in a given time. There is no greater error in teaching than failure to adapt the subjects taught to the learning mind.

The great demand now is for industrial schools and manual training. Teachers should heed the cry, or the rush of the people in this direction will damage and perhaps destroy much that is good in our schools. Training children to work, to love work, to work systematically, and put brains into their work, is the fundamental idea of mental development. So far as manual training will assist in mental development, let us have it in our public schools. But do not determine that a class of poor boys shall follow a certain trade. Let us have no class schools. The education is the formation of character. There can be no education without moral or immoral development; therefore make the formation of that character the principal object.

"Character the End of Education" was read by Miss Ellen Hyde, Principal State Normal School, Framingham, Mass.

The evening session was devoted to five minute addresses by representatives of the several States. Supt. G. T. Fletcher of Maine, Dr. Baldwin of the Normal School of Texas, Hon. B. G. Northrop of Connecticut, Prof. Dibble of South Carolina, and J. W. Patterson of New Hampshire set forth the educational condition of their various States.

William Mather, of Manchester, England, representative of the Royal English Commission of Inquiry, pictured briefly the condition of public education in England, and the development and improvement of the past few years. The compulsory education law there is of the most rigorous character, but it is well received by all classes, and thoroughly enforced.

William A. Mowry, of Rhode Island, introduced the new president, Col. Sprague, who briefly addressed the meeting. Adjourned *sine die*.

OHIO TEACHERS' ASSOCIATION.

The thirty-fourth annual meeting of the Ohio Teachers was held at Chautauqua, New York, July 3, 4, and 5.

TUESDAY.

The address of welcome was delivered by Mr. Lewis Miller, of Akron, and the response by ex-School Comr. Burns, John W. Dowd, Supt. of the Toledo schools, gave an address, taking the position of a conservative, and advocated hard, persistent, and faithful work.

Dr. John Hancock read a paper on "The Legitimate Duties of a School Superintendent." He said that a superintendent of schools should be a scholar, a teacher, an executive, a reformer, a student, a toiler, and a man in the broadest and highest sense of the term.

Supt. E. A. Jones, of Massillon, discussed the paper; it was as good as the paper.

Afternoon.—"The Mission of the Public Schools," was discussed by Supt. B. A. Hinsdale, of Cleveland. He endorsed the New Education. The paper was discussed by E. T. Tappan and E. E. White, of Purdue Univ.

John B. Peaslee was chosen president, and Thos. A. Pollock secretary.

WEDNESDAY.

Prof. G. W. Walker made an address touching upon the necessity of good schools in the land for the proper development and consequent increase of child minds. He likened the school-house of to-day to patent air-tight cans, upon which each mechanic shows skill without thought of the beings within. The great purpose of the public schools should be to make good, true citizens, and perfect men.

J. E. Satur, of Columbus, read a paper, "Should the Minimum of School Age be Changed."

R. W. Stevenson, of Columbus, discussed the address. He thought the year between five and six worth more than three or four at any other time. He said that twenty-six States now upheld this view, and he thought the arguments would predominate in favor of changing the minimum age six to five.

Mr. DeWolf emphasized the point of age, favoring earlier admittance.

B. A. Hinsdale, of Cleveland, argued that when a best way was taught it was not a question of years of age, but of development of body and mind.

John Hancock was of the opinion that a child has rights the same as parents and should not be taken too young, but it was a matter altogether of opinion.

Dr. J. Wheeling said that if the people were allowed to vote they would have the age fixed early, especially mothers.

Afternoon.—I. M. Pollock read a paper on Training Schools for villages and townships. He said: "The need of preliminary training for teachers is acknowledged, yet only three public normal schools and six private normal schools exist in the State."

L. D. Brown, of Hamilton, discussed the subject, and said he would like to see the experiment tried.

Mr. W. G. Williams, of Delaware, presented a report of the committee upon the course of reading for teachers.

The committee recommended forming of reading clubs, and that the reading matter should be professional and literary.

THURSDAY.

One of the best papers read before the Association was presented by Dr. Williams of the Ohio Wesleyan University. His subject was, "There is a Higher Education." Dr. Williams is professor of Greek in the institution with which he is connected, and is also a member of the State Board of Examiners. His long experience as a teacher, and his commanding ability, make him a valuable accession to any profession.

Dr. Williams' paper was first discussed by Supt. W. H. Cole, of Marysville, who said: "We ought to do more in the line of literature than we are doing at present, and I would suggest that this work ought to be lower down in our grade than the high

school.—as low as the third grade or third year. Let our third grades be Whittier grades; our fourth, Longfellow; our fifth, Bryant; our sixth, Tennyson, etc., and let the reading and study be systematic, and the examinations as regular as in other branches of study, and then the seeds of a taste for literature and of literary habits having been early planted, and the plant having had time for growth before the pupil leaves the schools, he will be more likely to read when he goes from us."

This paper was further discussed by Supts. Ellis, of Sandusky, and Hinsdale, of Cleveland, the result of which was the appointment of a committee to report on a plan for carrying into effect the suggestions in the paper at the next meeting of the Association.

The morning session closed with a paper of a very practical character by Prof. M. S. Campbell, of Youngstown. His topic was "How far can our School System be called a Machine?" This was an able defence of the public schools.

With the exception of general business, the afternoon session was occupied with the annual address delivered by the Rev. J. H. Vincent.

The choice of officers for the ensuing year resulted as follows: President—E. T. Moulton. Secretary—E. B. Cox. Treasurer—A. Brown. Ex-Com—L. W. Day and H. N. Merz.

Prest. Walker pronounced the session closed, and in a few hours the large crowd of teachers in attendance were on the trains going home.

PRACTICAL SUGGESTIONS.

By GEO. H. COOK.

I must prepare my lessons daily, add new subject matter to each recitation, study the best way to present a lesson; have school-room in order for work at nine o'clock, put my outlines upon the board neatly, use good language, see that the pupils use no profane or vulgar language, see that pupils do not injure school property, have the interests of my school at heart, give my pupils enough to do, see that they do it well, begin and close recitations on time, visit patrons and get them to visit me.

I use this outline for locating rivers.

NAME.	RISES.	FLOWS.	INTO.
Hudson,	W. E. N. Y.	S.	N. Y. Bay.
Savannah,	N. E. N. C.	S. E.	Atlantic.

The pupils can locate twenty rivers in one lesson. The teacher need ask no questions. Have one pupil name a river and another locate: repeat the same and so all around the class. By this means they must do all the thinking, and everyone must recite all the rivers. After they are written, commence at one end of the class and have pupil rise, spell the river and locate it. If any mistake, the class should be ready to criticise, and the teacher, well, he stands, listens and rests his weary tongue. In all studies observe the following. Principle.—Do not do for a pupil what he can do for himself.

The pupils of 4th and 5th reader grades purchase five cents, worth of paper and copy two or three paragraphs of their reading lesson with pen and ink, being careful not to get any blots on their work. Examine their work carefully to see that they paragraph, spell and punctuate correctly. They will soon learn to observe these from copying from the book, and the extra practice given them will insure improvement in their writing.

A MOUNTAIN OF FISH.—Prof. Huxley, in an address at the International Fisheries Exhibition, pointed out that an acre of good fishing ground will yield more food in a week than an acre of the best land will yield in a year. Still more striking was his picture of the moving "mountain of cod," 120 to 130 feet in height, which for two months in every year moves westward and southward past the Norwegian coast. Every square mile of this colossal column of fish contains 120,000,000, consuming every week, when on short rations, no fewer than 840,000,000 of herrings. The whole catch of the Norwegian fisheries never exceeds in a year more than a half square mile of this "cod mountain," and one week's supply of the herrings needed to keep that area of cod from starving.

THE SCHOOL-ROOM.

FOR MEMORIZING.

NEVER SAY FAIL.

In life's rosy morning,
In manhood's pride,
Let this be your motto,
Your footsteps to guide:
In storms and in sunshine,
Whatever assail,
We'll onward and conquer,
And never say fail.

DO SOMETHING.

If the world seems cold to you,
Kindle fires to warm it!
Let their comfort hide from you
Winters that deform it.
Hearts as frozen as your own
To that radiance gather;
You will soon forget to moan,
"Ah, the cheerless weather."
If the world's a vale of tears,
Smile till rainbows span it;
Breathe the love that life endears—
Clear from clouds to fan it.
Of our gladness lend a gleam
Unto souls that shiver;
Show them how dark sorrow's stream
Blends with hope's bright river!

Do what conscience says is right;
Do what reason says is best;
Do with all your mind and might;
Do your duty and be blest.

He who ascends to mountain tops shall find
Their loftiest peaks most wrapt in clouds and
snow:
He who surpasses or subdues mankind,
Must look down on the hate of those below,
Though far above the sun of glory glow.

For the SCHOOL JOURNAL.

THE ASTRONOMY CLASS.

From the report of the expedition which went to the South Pacific Ocean to observe the total eclipse of the sun, on the 6th of May, it would seem there is no such planet as Vulcan after all. The history of this suspected planet is interesting: Le Verrier, the famous French astronomer, who discovered the planet Neptune, announced more than twenty-five years ago to his fellow astronomers throughout the world that there must exist between Mercury, the innermost known planet and the sun, one or more unknown planets which produced otherwise unaccountable perturbations in the motions of the other planets. These perturbations had been hitherto explained by most astronomers as caused by meteoric matter, gathered in dense masses around the sun, but Le Verrier after long study of them, and after applying the same masterly methods of calculation which had brought him so much honor in the discovery of Neptune, concluded that at least one additional planet must exist there. In these twenty-five years past astronomers have proved their respect for Le Verrier's learning and renown by studying the particular part of the heavens at every favorable opportunity in search of the predicted planet. In 1859 a French amateur observer, named Lescarbault, announced that he had seen it, and on the publication of the description the name of Vulcan was bestowed on the discovery; a very appropriate name, considering its position facing the fiery sun at comparatively short distance.

During the total eclipse of 1878 two American observers, Prof. Watson of Ann Arbor, who has since died, and Prof. Swift of Rochester, believed that they also had seen the long-sought Vulcan. In fact, they saw two supposed planets close to the sun, so that Vulcan, it appeared, had a brother. There have been three total solar eclipses since 1878, which have been observed by parties of astronomers sent to various parts of the world for the purpose, but, although on each occasion careful watch was kept for Vulcan and his brother

planet, not a glimpse has been caught of them. The May eclipse was a very long one, the longest since 1808, and on this account it offered unusual facilities for the search for intra-Mercurial planets, but none were seen.

From the hypothetical location of the suspected Vulcan's orbit and the application of Kepler's Laws, it was concluded that this ninth planet of the solar system, if he existed at all, was only about 13,000,000 miles from the sun, and performed his revolution in about 19½ days in an orbit inclined to the ecliptic at an angle of 12°.

The results of the observations in the South Pacific, in so far as they have reference to the supposed planet, are very disappointing. But it would be an unprecedented deception of astronomers should it be finally demonstrated that there is no ninth planet at all.

For the SCHOOL JOURNAL.

NEWSPAPERS IN SCHOOL.

In regard to the use of newspapers in schools, Mr. Luckey, Supt. of the Pittsburg public schools, probably carries his outspoken advocacy too far. The newspapers can be used to very great advantage by an intelligent, wide-awake teacher of history, geography, reading and other subjects, but there is always an important "if," on which such advantage is conditioned: This "if" means the teacher's discretion and discrimination. It would never do to let the pupil's take the newspaper entire, or any item or article in it entire; but the master, whatever it may be, must first have passed the critical scrutiny of the teacher. We can imagine nothing more injurious or confusing than to train the pupil to accept as absolute truth, or even as a fair statement, the average assertions of the newspaper paper.

There are few, if any, good newspaper men who will approve of such a plan of making their journals school-room texts. Anybody who has had an insight into the working of a newspaper office knows that accuracy is not always a guiding principle there. A lack of time, the determination to be novel and smart, the demand for news, and not truth, all tend to unfit the newspaper as a textbook.

The daily papers have another mission altogether; they are created for and maintained to give public gossip, and a sensation is a God-send. Older people know how to take newspaper assertions; the more they read the papers the more protective becomes their scepticism; but school children have instead of that scepticism an innocent credulity.

A teacher may use newspapers as an auxiliary, but their service to him must be simply a suggestive service and nothing more.

For the SCHOOL JOURNAL.

THE GEOGRAPHY CLASS.

As a result of the explorations and engineering enterprises now being carried on, there will soon be many changes in the map of Africa. Henry M. Stanley, the explorer, has recently returned to the interior of that continent with a force of 1,000 men, and may be expected to accomplish even greater results in discovery than he did on his previous expeditions; his researches are now in the interest of Belgium, England, and Germany. France has sent out a rival explorer named De Brazza, with a large force of men and splendid equipments. Both Stanley and De Brazza intend to visit the region of the Congo River and make the best acquisitions of territory they can for their respective governments. The Congo is recognized as of the utmost importance to travel and commerce, and the land along its shores is probably the most valuable in central or western Africa.

In 1876 and 1877 Stanley descended the great river from its source to its mouth, the first known voyage over the entire distance. At its mouth on the Atlantic seaboard the Congo is an immense body of water, nearly 10 miles wide, and over 60 fathoms deep; its upper course was unknown until Stanley found that what was supposed to be the Lualaba river was simply a part of the Congo, and

so connected it immediately with the great system of lakes and Lake Tanganyika. Livingstone searched long thereabout for the source of the Nile. The difficulties encountered by Stanley in descending the Congo consisted, not only of natural obstacles to navigation, but also to opposition by the natives, he having to fight not less than 32 battles. As the river runs through the great basin which lies between east longitude 26° and east longitude 17° , it has an uninterrupted course of 1,400 miles, with magnificent affluents on both sides; thence, cleaving the broad belt of mountains between the great basin and the Atlantic ocean, it descends by about 30 falls and furious rapids to the great river between the falls of Yellala and the Atlantic.

The Geographical Society of Lisbon has lately published a statement of the rights of Portugal upon the Congo; it claims the Congo and all the territories to the north of it as belonging to Portugal by discovery, possession, and recognition; the interior boundary being undetermined, but dependent on the needs and decisions of the Portuguese government.

When the vast country on both sides of the Congo is apportioned out among the European governments, some to Portugal, some to England, Belgium, Sweden, Germany, and France it will surely give the map of Africa a new appearance.

In the extreme southern end of Africa, England is rapidly extending her dominion. Very recently there was a voluntary transfer to her by the Bechuanas of the vast country lying west of the Transvaal and north of the Orange Free State, the territory having an eastern and western extension of about one-third the entire width of the continent, an indefinite extension northward, and containing about forty towns. But for the Hottentot country England's possessions would now extend from ocean to ocean.

Another noteworthy change in Africa will be the creation of an immense inland sea where the desert of Sahara now is. This work has already been commenced by French capitalists and engineers, headed by M. De Lesseps. The project promises to be both practicable and profitable; soundings in various parts have shown the existence of nothing but sand to the depth of over 200 feet. With the aid of 100 excavators, representing the work of 100,000 men, the sea can easily be made. M. de Lesseps has met with the best reception from the Arab soldiery and population, and has made a complete survey of the country between Gabes and the Marsh Lakes. He declared that the soil will allow of the excavations necessary to connect the lakes with the Mediterranean; that the work will present no extraordinary difficulty.

For the SCHOOL JOURNAL.

SPELLING.

By C. N. MARVIN, Marshalltown, Iowa.

Public opinion has generally pronounced in favor of written spelling. The question for teachers to decide now is: What kind of written spelling shall we have? Where children have been properly trained from the start no spelling lessons are needed, except what they learn incidentally with their written work. But as the majority of pupils above the primary grades have acquired bad habits of spelling, and as public opinion generally insists upon having regular spelling lessons, it is necessary in most schools to have spelling classes. The usual method of assigning a list of words in a book for the pupils to study, and then pronouncing the words for them to write upon their slates or note books, violates educational principles in three ways. 1st. It wastes the time and energy of the pupils in drilling upon many words which they can already spell mechanically. 2nd. It drills them upon words which they never have occasion to use, and hence are useless to them. 3rd. It drills them upon the spelling of words without teaching their use, thus training their minds to associate spelling with sounds instead of ideas. It is obvious that spelling lessons, to be in harmony with educational principles, should drill pupils upon words which cause them *difficulty* in spelling,

which they *use* and at the *time* they *use* them. The following method is, perhaps, as practical as any that can be used.

Provide each pupil with a small blank book in which to write the words that are found misspelled in his manuscripts, slate or blackboard work. Require him to study these words and write them repeatedly until the correct spelling of them in his writing becomes mechanical. Occasionally test him by pronouncing the words from his list as he writes them in sentences upon the blackboard. Pupils can perform this work of pronouncing so that several pupils may be writing at the same time, leaving the teacher free to examine the work as it is placed upon the board. In a school where much careless work has been done, it would probably be necessary to have such a recitation every day at first. In time the lists of words would decrease in length so that one recitation per week would be sufficient. It will be noticed that this plan would invariably require the most drill on the part of the poorest spellers,—those that need it most. The objection may be made to this method that it does not teach the spelling of words until after the words have been missed. Very well; the method is only to be used in schools that have acquired the habit of misspelling words. To further break this habit it would be well to require every manuscript containing errors in spelling to be rewritten. Children ought to be trained to know when they do *not* know how to spell a word, and to refer to the dictionary.

LESSONS IN READING.

At a recent meeting of the teachers at Lowville, N. Y., the following points in reference to reading were considered briefly:

1. Text: Nehemiah VIII., 8, "So they read in the book, in the law of God, distinctly, and gave the sense, and caused them to understand the reading."

Definition. What is reading? Pronouncing words consecutively (and often incorrectly at that) is not reading.

3. Begin with word method. Use objects.

4. Copy words on ruled slates or books from board.

5. Teach spacing and first principles of penmanship.

6. Develop sentences. Write on board. Children read and copy, and read from slates.

7. Teacher writes incomplete sentences on board. Children copy, supplying lacking parts of words. Read from slates.

8. Copy part of reading lesson from book each day.

9. Read review each day.

10. In more advanced readers give short lessons, 3 to 4 or 5 paragraphs enough.

11. Questions thoroughly on meaning and sense of the piece. *Get the thought.*

12. Question on meaning of words. Teach use of dictionary.

13. Insist on correct expression of the thought.

14. One great difficulty: Children do not recognize words readily. Drill on this point till there is no hesitation. (a) Do not select pieces that children do not understand. (b) Teacher read over advanced lesson with proper expression. (c) Teacher pronounces advance, word by word, forward or backward. Children imitate. (d) Teacher and class pronounce words alternately. (e) Teacher writes difficult words on board. Children copy. (f) Difficult words placed in written sentence by children. (g) Teacher pronounces, children give meaning. (h) Teacher gives meaning, children guess words, etc. Many devices may be invented by an ingenious teacher to obviate this difficulty. It must be done or there can be no reading.

15. Teacher reads sentence by sentence. Children imitate till they can give proper expression. Many children read poorly because they have never heard good reading. They learn by imitation.

16. Insist on correct pronunciation and distinct articulation. (a) Teach sounds of letters and dia-

critical marks. Teach how to find pronunciation in dictionary. (b) Teach to spell by sound.

17. Teacher is often heard to say, "You must keep your voice up at this mark, and let it fall at that. You must stop here long enough to count four, and there long enough to count two." Pure nonsense. The mind is kept on the marks when it should be kept on the thought. It does not produce "natural" readers. The rhetorical pause despises marks.

18. Teach advanced pupils about modulation, pitch, volume, inflections, turns, slides, etc. Let small children learn *to do* by imitation. The theory will come easy enough after that. Give chest exercises and vocal gymnastics.

For the SCHOOL JOURNAL.

AN EXPERIMENT.

By B.

The P—— School District has been making an experiment during the past year. Of the five grades, the highest two have attended in the morning, and the lowest two in the afternoon. In the winter the second reader grade attended in the afternoon; in the summer it was put with the morning grades to make the two divisions equal. After four months trial we have the following favorable results.

1. Notwithstanding the determined opposition of the most influential family of the place not one parent applied to have his child kept in school all day.

2. The homes were relieved of putting up lunches.

3. The school-room was spared being turned into a dining-room every noon.

4. Having children home every half day was an accommodation to many parents who needed their services.

5. Government and arrangement were easier for the teacher.

6. The teacher found herself able to devote more time to instruction.

7. He found it unnecessary to assign so many tasks to keep pupils busy.

8. The opportunities for communication of evil among the children were lessened by shorter recesses and "no noon spell." Unfavorable:

1. One small child had to go the road alone.

2. In winter small children had not the company of the larger ones in going home.

3. No opportunity for general exercises.

4. Inconvenience of sweeping.

5. Dismissal at 12 M. caused children to be late for dinner.

6. Parents must look after their small children every half-day at home.

It was decided to give up the plan because it is incomplete. The teacher was only partly relieved of task-giving and lesson-hearing; and it was thought inexpedient to go further and make the attendance a quarter-day instead of a half-day.

For the SCHOOL JOURNAL.

PREPARATION.

By C. H. R.

To be a successful teacher one must be able to get and hold the attention of children; this is one of the first requisitions. I have seen teachers, after asking a question, scouring the book, thus showing to pupils that they themselves did not know the answers. Pupils have no confidence in such a teacher. They will lose respect and love for such a person. *The teacher must know what he is talking about.* He must prepare the lessons, even the easiest and simplest require some preparation; he must be able to pour on a little salt here, a little pepper there, so as to make them attractive, spicy, and wholesome. This he can not do without careful preparation.

Teachers complain that their classes are dull, listless, and inattentive. No wonder, they have nothing but stale bread served out to them, for which they have no relish. Let such teachers study their pupils, study their lessons, study to know thoroughly what they are talking about, and they will have less cause to make such complaints.

NOTEWORTHY EVENTS.

July 24.—The cholera appeared in the British army of occupation in Egypt, and there were deaths from it among the troops at Cairo and Suez. Cairo was a "charnel house of putrefaction, full of unburied dead and starving thousands." In twenty-four hours there were 403 deaths by cholera in the city, and there were 323 deaths during the same day in lesser places. It is a ghastly spectacle that Egypt presents to the world.—An attempt on the part of an English swimmer named Webb to swim through the whirlpool at Niagara resulted in his destruction.

July 25.—The revolution succeeded in Ecuador. The final battle was fought on July 9. Before daylight the troops were in motion, and by 5 A.M. the positions and the hills were all in the hands of the revolutionists. The resistance was generally feeble, but the main fort held out vigorously. Elections for President are to take place. either Carbo or Alfaro will be elected.

July 26.—The prospects of peace were becoming brighter in Peru. Meetings continued to be held in every part of the country, at which sympathy with Iglesias was expressed. He is forming a small army in the north, and will soon be able to suppress the bands of marauders who are now pillaging the defenceless villages.—The Ometepe volcano in Lake Nicaragua is in a state of eruption. The people have deserted the island and gone to the mainland.—The Guatemala Government has made a contract with an American, under which he undertakes to introduce 10,000 immigrants into the republic.—In Tennessee ex-Treasurer Polk, who embezzled \$306,540 of the State of Tennessee's money was sentenced to twenty years' imprisonment and fined the exact sum that he stole. Polk's case should serve as a warning to men who are subjected to the temptations to which he yielded.

July 27.—Cetywayo, king of Zululand, was killed by insurgents; within a short time of each other the two most famous kings in Africa came to their death—King Cetywayo in the souther part of the African continent, and King Mtesa, "the Lord of the Lakes," the Kabaka of Uganda, the foremost man of Equatorial Africa." The first was renounced as a warrior, the other labored in his later years in trying to civilize himself. It is doubtful if King Cetywayo's death will bring peace to Zululand, and it is believed that King Mtesa's death will bring civil war to Uganda.—The annual report of the work on the improvement of the South Pass of the Mississippi River, shows that there is now a channel at least 100 feet wide, and having a depth of 26 feet of water in it from the Gulf into the main river. At the head of the South Pass there is now a fine channel, 400 feet wide and having a least depth of 30 feet. The channels at the heads of the Southwest Pass and Pass a l'Outre are also increasing in depth, but the bars at the mouths of these passes are reported as being very shoal.

July 28.—The French invasion of Tonquin continued very favorable to the French armies. China had not entered the war.—The telegrapher's strike in the U. S. began to weaken, and the companies began to resume their usual obligations.

July 29.—The town of Casamicciola, on the island of Ischia, near Naples, was almost entirely destroyed by an earthquake. The neighboring towns of Forio and Laccameno were greatly damaged. The shocks began at 9½ o'clock at night. At that hour a majority of the people of the upper classes were at the theatre. Nearly all the houses in the town collapsed. It is estimated that 1,000 persons were killed and 800 injured.

July 30.—James Carey, the informer in the Phenix Park murder cases, was shot dead on the steamship Melrose while she was between Cape Town and Port Elizabeth. The deed was committed by a fellow passenger named O'Donnell.

August 1.—The Southern Exposition of Industries was opened by President Arthur and his cabinet at Louisville, Ky. The exposition consists of the main building, an annex for saw mills and other noisy machines, and two wings for the batteries of boilers which are to supply power for all the machinery on exhibition. The main building is in form a parallelogram two stories high having a front 900 feet on Fourth Avenue and a depth of 600 feet along the park. The western side faces on Sixth street, and the southern opens upon the ground devoted to a practical exhibition of Southern agriculture, where cotton, tobacco, hemp, corn, and all other Southern products may now be seen in luxurious growth. The floor area of the main building is only twenty per cent. less than that of the main building at the Centennial. The building is divided into six great halls, each about 150 feet wide, and rising about 75 feet to a glass roof. Entering at the northeast corner, one has unobstructed views 600 feet to the south and 600 feet to the west. Mr. Edison undertook to have 4,000 incandescent lights of sixteen candle power each, hung in chandeliers of two, three, five, twelve, and fifteen lights, ready by the opening day. The cost of the electric lighting plant will reach \$100,000, and the system will be larger than the combined plants of the London exhibition last year. Besides the electric lighting, there are a number of expenses that are very large. The sum of \$50,000 will be paid out for music. The art department will cost \$30,000. The water and steam necessary to run the exhibition will involve an outlay of more than \$15,000, and the buildings have already cost over \$200,000. So far cash has been paid for everything, and the Exposition does not owe a dollar. At the outset the people of Louisville subscribed nearly \$300,000. The privileges have been sold for \$50,000, and exhibitors' fees will amount to \$25,000 at least. The entire outlay, it is expected will have reached \$500,000 when the Exposition closes, and the receipt of an equal sum from the attendance alone is relied upon. One million visitors are expected.

OVER STUDY.—I have no compassion for sloth, but youth has more need for intellectual rest than age; and the cheerfulness, the tenacity of purpose, the power of work which make many a successful man what he is, must often be placed to the credit, not of his hours of industry, but to that of his hours of idleness, in boyhood. Even the hardest worker of us all, if he has to deal with anything above mere details, will do well, now and again, to let his brain lie fallow for a space, the next crop of thought will certainly be all the fuller in the ear and the weeds fewer.—HUXLEY.

EDUCATIONAL NOTES.

NEW YORK CITY.

N. Y. CITY UNIVERSITY.—There were 17 graduates. Dr. John Hall delivered an address.

ELSEWHERE.

PENNSYLVANIA STATE COLLEGE.—The inauguration of George W. Atherton as President took place Thursday, June 28.

COLUMBIA.—The first graduating classes from the Schools of Philosophy and Political Science were given diplomas at the Columbia Commencement.

ALABAMA.—The Tuskegee Normal School for the training of colored teachers began its summer session at Tuskegee, June 4. Mr. Washington, the principal, proves a most efficient officer.

PRINCETON.—President McCosh is not to be allowed to resign the Presidency of Princeton. Dr. Murray, the College pastor, has been made Dean of the Faculty, and the discipline of the College will be in his hands. Dr. McCosh will supervise the educational part of the College work. \$150,000 have been pledged for the School of Philosophy.

MO.—The Teachers' Normal Institute, at Springfield, commenced Monday, July 30th, and continued 30th, and 31st, and August 1st, 2d and 3d. Conductor, Wm. Richardson, A. M., Superintendent of Instruction, Chillicothe, O.; assistants, Paul Roulet, Ed. P. Morris, Prof. of Drury College, and Miss Ophelia Parrish, Professors A. D. Hunter, James A. Cobban and J. Fairbanks, of the Springfield High School.

SOUTH CAROLINA.—Prof. J. H. McBryde, formerly professor of agriculture, etc., in the University of Tennessee, has been elected president of the South Carolina University, at Columbia. It will be recollect that he and Prof. Edward S. Joyner, both late of the University of Tennessee, were elected professors together at the University of South Carolina.

IOWA.—The county superintendents of Northern Iowa held a convention at Spirit Lake last week. A large number of the representative educators of North Iowa were enrolled. Supt. Wilkinson, of Kosuth, was chosen president. Ed. M. Rands, secretary, and J. R. Elliott, treasurer. Active work opened when the subject of teachers' associations and meetings was introduced by Supt. Sturgeon, followed by a lively and interesting discussion.

TENNESSEE.—The Normals held in many counties during July have, as a rule, been largely attended. That held at the University of Tennessee has been attended by about 150 teachers, and has awakened the liveliest interest.—Prof. Frank Goodman has been appointed by the Governor a member of the State Board of Education in the place of ex-State Supt. Crawford, resigned. The constant and unflagging interest he has manifested in education has won for him high commendation and approval. Prof. P. is president of Goodman's Business College and of the State Teachers' Association.

NEW JERSEY.—The school at Scotch Plains held an exhibition of the pupils' industrial work recently, under the excellent management of their teacher, J. P. Town. The school-room was crowded with parents, children, and friends, who had come to see nearly 50 articles which had been arranged on tables and around the sides of the room. The articles included tidiess, hanging baskets, watch cases, card receivers, lamberquins, needlebooks, whittled knife and fork, picture frames, feather edge trimming, pin-cushions, etc., etc., by the girls; scroll work, among which was a clock, steam grist-mill, putty map, specimen of book-binding, designs of bridges, specimens of peas, beans, and other vegetables, by the boys. What is very singular, three delicious cakes, and a cocoanut pie were on exhibition, all made by boys. Most of these articles were beautifully and artistically made, and by children ranging from five to fourteen years of age.

NEW YORK.—STATE EXAMINATION.—The following is a list of names, with their post office addresses, of the persons who passed the last examination for State certificates: Peter L. Burlingame, Richford, Tioga county, N. Y.; Clarence F. Norton, Vestal, Broome county, N. Y.; Willis R. Hall, Guilford Center, Chenango county, N. Y.; Geo. M. Watkins, Sandy Hill, N. Y.; Adelbert Gardner, Nassau, Rensselaer county, N. Y.; Frank E. McFarland, Spencerport, Monroe county, N. Y.; Mary N. Brear, Saugatuck, Fairfield county, Conn.; Edwin H. Bugbee, 321 Adelphi street, Brooklyn, N. Y.; James Cullen, 13 Laight street, N. Y.; Jennie Davidson, 110 11th street, Brooklyn, N. Y.; Woodhull Davis, Coram, Suffolk county, N. Y.; Wm. B. Herrick, Wilbraham,

Mass.; Geo. Steinson, Ridgewood, Queens county, N. Y.; Alva Seybolt, Liberty, Sullivan county, N. Y.; Mattie L. Timson, Greenport, Suffolk county, N. Y.; James T. an Vyck, Cold Spring, Putnam county, N. Y.; Wm. E. Petrie, Lake Grove, Suffolk county, N. Y.

COLUMBUS, O.—In my visit to the Columbus schools I was very much impressed. Their Superintendent Mr. R. W. Stevenson is a man who seems to thoroughly understand every detail of the work done, from the lowest primary to the graduating class at the High School. The schools which most favorably impressed me were The Mound, The Sullivan, and Douglas Schools, whose acting principals are Misses L. Phillips, S. McLaughlin and K. McConnell, respectively. These ladies and their assistant have a right to be proud of the excellent result accruing from their labor. The drawing department of the schools of the city is under the superintendence of Mr. W. S. Goodenough and the work accomplished by the pupils is much to the credit of the superintendent. On the blackboard of every class room I visited were drawings, both in white and colored chalk, the majority representing historical ornaments. A number of photographs have been taken of these from the boards by Mr. Goodenough who is thus enabled to show what can be done.—J. M. KAIN.

CHICAGO.—The trustees of the new Manual Training School have elected and installed in office as director of that promising institution, Mr. Henry H. Belfield, who has been for some time principal of the North Division High School. Mr. Belfield is one of the most indefatigable of educators and, like Col. Parker, acquired much of his disciplinary power from prolonged army experience. He was born in Philadelphia and is about 42 years of age, has lived in the West since early childhood, was graduated A. B. from Iowa College in 1858, where he took the highest prize for general scholarship. He was tutor in college one and a half years. He came to Chicago in 1866, where he has since remained—ten years principal of a grammar school, and seven years Principal of the North Division High School. Mr. Belfield, in his long career as an educator, has of course taught all High School studies, but his specialty is chemistry. He has been familiar with tools and machinery from boyhood, and is the author of several inventions. Concerning the prospects of the new school under the new appointment, the Chicago Tribune says editorially: "The Tribune congratulates most heartily the patrons of the enterprise, the gentlemen of the Commercial Club, the Trustees, and the public upon the auspicious prospects of an enterprise destined, as we believe, to confer honor upon all concerned in it, and to become a blessing to Chicago and the whole country."

IOWA.—The schools of Mount Pleasant have just closed their joint exhibition of pupils' industrial work. Visitors were constantly surprised at the showing the children made in mechanical contrivance and construction, needlework, drawing, etc. There were 1,000 articles on exhibition and all commendable. Many of the articles exhibited were a miniature following of the child's father's trade, but the work was all done by the children. One teacher returned a flat-iron rest to the parent with a note that she could not allow any thing to go on exhibition that was not the child's own work, and the mother wrote in reply that her boy had worked faithfully upon the iron rest for one week and so the little mechanic was allowed to exhibit his casting. Two little sisters exhibited vegetables raised and tended by themselves. Almost everything was in miniature; ladders, wagons, bob-sleds, scroll-work, furniture, saws and saw-bucks, tinware, a kitchen outfit of rolling-pin, potato-masher, etc., a bee-hive, and one or two small barns; one large zinc trunk complete inside and out attracted considerable attention. The boy who made it did it every bit himself, hiring the tools of a mechanic with which to build it. The set of furniture was quite small but was perfectly complete, the little drawers of the bureau and wash-stand sliding in and out without a hitch or jar. A small wheel-barrow loaded with miniature rake, hoe and spade was a model of neatness. One boy exhibited a small molasses evaporator run by an oil stove, a large child's wagon and a case of plastering as smooth and hard as marble.

WEST VA.—The Harrison County Teachers Institute commenced at Clarksburg, on June 11, 1883. The program of exercises furnished by Hon. B. L. Butcher State Supt., gave special prominence to topics of a strictly professional character. Miss Ada Northcott, illustrated by using a numeral frame, how she would teach young pupils to count, add and subtract. Prof. Harvey of Ohio, gave an excellent talk on the "True

Method of Teaching," in which he laid down the following principles: "Things before Words; Processes before Rules; The Near before the Remote; The Concrete before the Abstract, and one thing at a time." At night he delivered a lecture on "Composition" and Supt. David read a paper on "The Object of Institutes." Miss Alice Ridenour read a paper entitled "What features of history should be most carefully studied by pupils?" Miss Nellie Barnes one of the teachers in the graded school at Clarksburg, brought some of her pupils and gave a very fine drill in calisthenics. Mrs. Julia A. Smith presented the subject of "Penmanship." J. N. Wilkinson took up "Supplementary Reading" portrayed the evils resulting from the reading of unsound and trashy literature. "Can the Natural Sciences be taught in the public schools without prejudice to the regular studies?" was discussed by Miss Bowen. Mrs. Everett discussed "Physiology." Miss Annie Dunn read a paper on vocal music. W. M. Blair gave an interesting lecture on W. Va. Letter Writing, by Miss Corinne Reynolds. The officers of the Association for the ensuing year are as follows: Supt. David, President; W. M. Blair, Vice President; J. G. Gettings, Secretary; 180 teachers were enrolled.

INDIANA.—The county superintendents held their annual convention at Indianapolis, June 26-27. 77 of the 92 superintendents of the State were present. The advance steps taken were: 1. To give official recognition to pupils who complete the graded course of study in the district schools by holding graduating exercises in each township and granting diplomas to those who make a general average of 75 per cent. and not less than 65 per cent. on any branch, upon an examination, the questions for these examinations to be prepared by a committee composed of five county superintendents and two members of the State Board of Education, and to be uniform all over the State. 2. Making success in teaching bear a large part in estimating a teacher's qualification for license. 3. Giving recognition to special fitness for teaching primary pupils by granting special certificates to that class of teachers when the superintendent knows of such fitness from personal inspection of the applicant's school. 4. Fixing the standard of qualification so as to suit the new statute providing for six, twelve, twenty-four, and thirty-six months' certificates. The six months' certificate can only be issued once to an applicant, and is to be regarded a trial certificate. The thirty-six months' certificate takes the place of the twenty-four months' certificate, and is issued when the applicant makes an average of 95 per cent. on the questions sent out by the State Board of Education and does not fall below 75 per cent. in any of the eight common school branches, nor below 90 per cent. in theory of teaching or in success. The convention was mostly composed of young men ranging from thirty to forty years of age (thirty-seven one newly elected), and was brimful of educational enthusiasm. B. F. Johnson, of Benton county, is president; M. A. Mess, of Franklin county, is secretary.

KENTUCKY.—The American Printing-house for the Blind was recently dedicated at Louisville. This is what might be justly called a new and grand era in the education of the unfortunate ones, deprived of the greatest of all gifts. It is the first building ever erected in the world for the sole purpose of printing for the blind.

The original act of incorporation was passed by the Legislature of Kentucky and approved January 20, 1852. The grand design of its projectors was to supply the schools for the education of the blind throughout the United States with the necessary books and all other appliances for teaching. This want was sensibly felt at that time, and it was believed it could be supplied with the co-operation of other States. The experiment was entered upon, as was supposed, under favorable auspices. On April 3, 1861, this act was substantially re-enacted with about the same provisions, and looking particularly to the interests of institutions of other States and designed to secure their effective and cordial co-operation. Again, on January 3, 1865, the several acts were so amended as to appropriate \$5 annually for every blind person in the State of Kentucky, according to the census of the United States, in aid of the American Printing House for the Blind.

It will be thus seen that the original design was first conceived and carried into effect in Kentucky. The plan was commenced with the hope that other States would pass auxiliary acts in furtherance of this benevolent scheme, but the co-operation was interrupted. During all the years from 1852 to 1879 this institution has been sustained almost entirely by active individual efforts, originating with the Board of Trustees, and the generous support of the Commonwealth of Kentucky.

In March 1879 the Congress of the United States appropriated "the sum of \$250,000, to be set apart as a perpetual fund for the purpose of aiding the education of the blind in the United States of America, through the American Printing House for the Blind." This sum, as required, has been invested "in United States interest-bearing bonds, bearing interest at four per cent., of the issue of July, 1879, and upon their maturity to reinvest their proceeds in other United States bonds, and so forever."

Since the passage of this act, it has been carried into effect, and all its provisions literally complied with by the Kentucky Board of Trustees. It is, therefore, a State corporation, liberally patronized and sustained by the Federal Government for purposes deemed national in their character.

NEW YORK.—The latest colored cadet at West Point is John H. Alexander who has just gone on duty there. Lieutenant Casey, who has charge of all the Freshmen, said: "Mr. Alexander seems to be a very bright, smart young man, and I have every hope that he will succeed. There is no doubt whatever that if he behaves himself as he should he will be treated as one of them. Why, when he passed the examination several of the others stepped up to him, shook him by the hand and congratulated him. He is a pleasant, jolly lad, and will succeed." Cadet Alexander is about five feet seven inches in height, of a rather slight build, and of light color. He has a very pleasing manner, is possessed of a bright, sparkling eye, and when he laughs, which is very often, displays a row of even, white teeth. "I was born," he said, "in Helena, Ark., 1864. My father and mother were slaves, and father, by hard work, had accumulated a little money, and about 1850 he bought himself and my mother and three children out of slavery. Four other children were born to them, of which I was the first, and they are all alive. My father engaged in the dry-goods business, but the overflow of 1867, which caused so much havoc and distress, cleaned him out. My father was a justice of the peace, being the first of his race who had held that position in Arkansas. He also represented Phillips County in the Arkansas Legislature, being appointed by Governor Clayton. He died in 1871, when I was but seven years of age, and, although he left my mother some little property, I have always had to look out for myself since. I owe nearly everything to my mother, who always tried to keep the children at school, even if she had to whip us to compel us to go, and she would make us go to school, I know, even if she had not a crust of bread in the house. Well, I entered the Helena High School, which was for colored children only, and while there I used to work, selling papers, riding the mail, and other odd jobs. I was graduated from the school, and was the only graduate it had, as shortly after I left it was abolished. I then went to Mississippi, where I taught school for six months, saving all the money which I received. In the fall of 1880 I went to Oberlin College, not intending to go through, but simply to have it to say that I had been to a college. When I got there, however, I soon ascertained how much I did not know, and determined to go through if I could. During the summer I worked at a hotel in Cleveland and did not work at the college. Finally when Judge Geddis, of the Fourteenth District of Ohio, announced a competitive examination for admission to West Point I determined to enter. The examination was held on the 10th of May, and there were three others besides myself. William Waite and myself passed, but though in the studies they said I was superior to him, they thought there was physical deficiency about me, and he was made principal and I the alternate. I came here to pass the examination, not because I had any expectation of his failing to pass, but because I thought that passing the examination might be of some benefit to me in after life. As you know he did fail and I passed, and here I am."

FOREIGN.

ENGLAND.—Upon the invitation of a committee of Oxford graduates, a body of the London School Board masters, some 200 in number, recently paid a visit to Oxford, and were conducted by members of the committee over the colleges and other sights of Oxford thrown open for their inspection.

SWEDEN AND NORWAY.—According to the law of June 18, 1842, each parish of Sweden is to have at least one well established school, with an instructor who is a graduate of the primary-normal. Two communes, where the people are few and far between, may unite and carry on one school only. Ambulatory schools are also found in sections of the country where there are comparatively few people, and where the schools are necessarily but little frequented. Children receiving instruction at home are subject to a weekly examination before the school board. In certain provinces there are special schools for young people who are over 14.

LETTERS.

The Editor will reply to letters and questions that will be of general interest, but the following rules must be observed:

1. Write on one side of the paper
2. Put matter relative to subscription on one piece of paper and that to go into this department on another.
3. Be pointed, clear and brief.

Your reasons for our demoralization are: (1) We are receiving on our shores an immense foreign population—much of this is from the lowest strata of Europe. (2) Our native population is becoming widely scattered, and thus it is losing its power. (3) The opportunities for making money rapidly are great—money is preferred before morality. (4) Politics help demoralize. (5) There is much bad literature afloat. Before all these conditions existed in this country a high state of morality existed. All we can do is to pay attention to the cultivation of morality. I would ask: "Is not most of this foreign population from Christian countries? Is not what training they have had mostly moral training, and as these poor people have not been denaturalized by wealth, politics or bad literature, they should be *very pure*, almost in their *primitive* state, and as innocent as babes?" Is the foreign population coming to this country now a worse people than those who came formerly? (6) You say that our native population is becoming widely scattered and thus is losing its power. Then, I infer, they would not be much affected by money making, politics or bad literature if they had remained compact. (7) Does the opportunity of making money necessarily make men less moral, economical, industrious, etc.? Were Peter Cooper, Stephen Girard, George Peabody in any way demoralized by wealth? (8) Is politics—the science of government, demoralizing? Are the people more moral and correct, all things being equal—in countries where the people take no part in politics? If so, this fine government of ours is proving a curse instead of a blessing, and it should be changed for a despotism at once. Those poor foreigners coming here should be better than we. I cannot accept your conclusions. We are not becoming *worse* but *better*. We are *more moral, more honest, more industrious, reliable, and more economic* than formerly. If this is not true we would not spend such effort for the better education and elevation of our race, would not build such palaces of comfort for the afflicted, the blind, the insane, the old and feeble, and organize even vast societies for the protection of animals. If we were no better than our fathers we would burn witches and send all John Rodgeres to a place of rest. Your conclusions *must be wrong*, Mr. Editor. We are getting better every day of our lives! John G. Whittier's last grand poem read on the Fourth of July at Roseland Park, Woodstock, Conn., on our country, meets the case.

[Supt. Fairbanks argues well. I claim that our form of government, our educational plans and the moral traditions of our people tend to develop us to a higher stage, but that this state of things is thwarted by the causes set forth. I answer: (1) The bulk of the foreign population is from the dregs of Europe, ignorant and degraded. The first population [the Puritans, etc.] was from the best blood in England. (2) By the scattering of our population political power has passed into the hands of foreigners. (3) An opportunity for making money carries temptation with it; besides money is now more thought of than formerly. (4) Politics are now in the hands of a clique that run them for their own purposes. He raises many side issues that would consume educational space to look at. We have more comfort, more enlightenment, a greater advance in the mechanical arts, and more culture. Our morality has not kept pace for the reasons given. The poem will be published in these columns.—ED.]

In the JOURNAL of the 23rd inst., the last sentence of that excellent article on "Training the Mental Powers," reads thus: "One teacher devised thirty different ways to train the attention, so as to avoid miscalling words. I would like to have those thirty ways given. I sometimes think that the miscalling of words is frequently due to a failure to catch the sense of what is being read. Elliptical reading I have found very helpful in this direction. In 'Mysteries in an Egg Shell,' Dr. French says, 'The shape insures least amount of material, and secures the greatest possible capacity.' I think that the same amount of material put in form of a sphere will hold more. If I am mistaken I would be pleased to be corrected. [The teacher referred to devised more than thirty ways but these related to methods easy to employ in the school-room.]

1. A six inch rule was given to a pupil : the pupil was blindfolded and required to select a six inch stick from several on the table.

2. To estimate on a string or stick ten, eleven or twelve inches.

3-8. To listen to the clink of iron, steel, copper, silver and gold, and determine which was clinked.

9-17. Paper of eight different thicknesses or weights are distributed, then paper of the same weight or thickness is to be selected.

18-30. Four or more words are written on the board, they are quickly uncovered and pupil names these as thought, through, thorough, wildness, wilderness. (This is a favorite method). A piece of clap-board is hinged to the upper part of the board by leather so it can cover about six inches of the board. The class face the other way, the words are written, board turned down, class face the board, a pupil volunteers, he stands, the board is quickly raised and the pupil instantaneously pronounces the words. The statement of Prof. French is sufficiently accurate. There are physical reasons why an egg should be oval rather than spherical.—ED.]

Seeing the "New Education" spoken of so frequently and being but a beginner, I come to you for an explanation of the term, of which I have but a faint idea. It would be a great favor to me if you would explain the meaning, principles, etc. of "New Education," for I have a sincere desire to learn the best and newest methods of teaching, and to be in every sense of the word a "live teacher." K. A. S.

[No attempt to define the "New Education" will be successful. In general terms it may be stated that it is an application of the principles of education to the practice of education. It will be admitted by all who think about the subject, that what is termed *teaching* is something else; that school-keeping, lesson-hearing, etc., go by the name of teaching. But a better day is dawning. A movement has been begun, and the prospects are favorable for a reconstruction of our school-system. The worst opponents to the new movement are the teachers themselves. (1) There are those in power who, like the old Pharisees, see if the new men wash their hands before they eat. (2) There is a great body of those who are densely ignorant, and who still teach children to read by the "knife method." These people read no books or papers, do not stir up the people and hence everything is at low tide. To comprehend the "New Education" this paper must be carefully read. It has done more to promote it than all other causes combined. Not only read, but examine your own work. Study the subject of education, especially look at the writings of Pestalozzi, Froebel, Page, Mann and Parker and many others.—ED.]

I am very much pleased with "Talks on Teaching;" it is the best thing ever published in this country; no teacher can afford to be without it. I have had it read aloud in our teachers' meetings, and think the same time could not have been spent so profitably in any other way. The language is suited to the needs of the masses, and is likely to be understood. It is a book, the reading of which should not be confined to teachers. It should be read by every one who has the interests of the rising generation at heart. It is calculated to do an inestimable amount of good to the cause of education.

JOHN MURPHY.

Fishkill-on-Hudson.

Where can I get a book that will give me material for a thorough essay on Pestalozzi and Horace Mann. How find names of American writers of History? Please give the location of all the colleges at the beginning of Revolution. What have teachers found best regarding the first teaching of the word *the*? Shall the *e* have a long sound or be like short *u*?—ED.] E. P.

[(1) There is a life of Pestalozzi, \$1.50; of Mann, \$2.50. (2) Harvard, 1698; Yale, 1700; William and Mary; 1693; Princeton, 1746; Columbia, 1754; University of Philadelphia, 1755; Brown University, 1724. Use short sound of *u*.—ED.]

In reading the County Superintendent's address before the Mendocino Institute (Teachers), I find Mr. Ruddock stating that New York pensions teachers who have taught twenty years in her public schools. Is this true?

M. C. WILBER.

[The subject of pensions is still in solution; no bill has as yet been passed though applications have been made.—ED.]

My school is quite small and my greatest trouble lies in the fact that my boys know more than I do. If I try to introduce anything new they have no faith in me. Please tell me the capital of Arizona Territory, our geographies disagree.

[Prescott.—ED.]

FOR THE SCHOLARS.

JERRY'S NEW PANTALOONS.

When Jerry was six years old he began to go to school. Toward the end of the school term the teacher wished to have an exhibition. All the scholars were to learn pieces to speak. Jerry's mother found some verses beginning:—

Twinkle, twinkle, little star,
How I wonder what you are.

Which Jerry thought very nice, and with his mother's help he soon learned them.

She taught him how to make a bow, and to point up to the sky when he said "star," and to wave his hand over his head when he said, "Up above the world so high." After some practice, she thought he made these motions very prettily.

Jerry's best pair of pantaloons were old and patched. He must have a new pair to speak in; but the stores were far away, and money was very scarce. After searching for some thing to make them of, his mother used a large check apron she prized very much, and wore only on holidays.

Some of my little readers would have smiled if they had seen Jerry dressed in his long blue and white check pantaloons, check shirt, and heavy shoes. He thought he looked very fine. He could not help admiring himself; in fact he thought too much about his new pantaloons.

On the evening of the exhibition the school-room was crowded. It had been dressed with wild flowers and grasses. A great many tallow candles burned in the bright tin candle sticks. The children thought it looked very grand.

When it was Jerry's turn to speak he stepped boldly upon the stage, and made his bow. His father and mother leaned forward, so that they could see him better. Alas! his thoughts were on his new pantaloons so that he had forgotten all about "the little twinkling star." But he was not afraid, and after looking all around, he began in a loud, distinct voice:

"I have got on a new pair of pantaloons"—

Putting his hands into his pockets, he went on:

"My mother made them out of her new apron my Aunt Salina sent from New York, where you can buy l-o-t-s and l-o-t-s of nice things; for in New York they have g-r-e-a-t big stores. Some day I shall go there, for I think that new pantaloons are"—

But he did not have time to tell what he thought. The teacher got upon the stage, and, to the relief of his parents, hurried him to a seat. The farmer lads had greatly enjoyed his speech, and, clapping their hands, gave a hurrah for "Jerry's new pantaloons."—Our Little Ones.

SOMETHING ABOUT CACTI.

BY J. S. C.

What a singular plant the cactus is! We see it in its fantastic shapes growing in the hot-house or on the lawn and stop to wonder at its peculiarities every time we pass by. It grows out in thick masses like a kind of melon rather than like a leafy formation; we feel of it, thump it, and pinch it and it seems to be made of green leather, having not a sign of life about it.

Cacti grow in almost every imaginable shape. There is a certain young acquaintance of ours who not long ago began making a collection of all varieties and soon got together a most interesting exhibition, but he came to learn that there are over 500 varieties known to naturalists and new ones constantly being found. So he gave up his hope of making a complete collection.

All varieties of cactus have fleshy stems, either simple or branched, often very soft and juicy; the stem turning to wood as it gets old. Most of them are leafless there being but a single species with leaves, which have a peculiar thickness. Instead of leaves most cacti have clusters of hairs or prickles, where buds are formed in their stems and these are very numerous.

It would be hard to describe the many curious forms assumed by the cactus. Some of them swell out into a perfect globe, just as round as a ball; some rise up like a column with many angles; some present the appearance of so many small mats strung together on a wire; some are exactly like a pincushion; some grow up like a tree to the astonishing height of 20 or more feet, while others imitate a tree on a smaller scale. When one first sees the cactus in its absurd growth he sometimes thinks somebody has been there whittling out its curious shapes with a pen knife. The cactus fashions are so grotesque that we are often forced to laugh outright.

The cacti of California and Mexico are very large,

while those of Wyoming and Utah are smaller and wonderfully varied in certain localities, where they are found in large fields or patches, filled with blossoms varying in color from the purest white to the deepest crimson, with yellow, pink and scarlet intermingled. Growing mostly in hot, dry and rocky places, where they are exposed for many months to the fiercest beams of the sun, they are remarkably adapted by a wise provision of nature, to the situations in which they live. During the wet season they grow rapidly, and fill themselves with nourishment, then, when the rains cease and the air becomes dry, and the heat of the desert resumes its withering dominion, and all the gay companions of the cacti droop and die, these juicy plants, closing their pores to prevent evaporation, feed on their garnered stores, and preserve the most robust health, not for days merely, but for months.

WHAT CALLING?

BY FREDERIC A. TUPPER.

In choosing a life-calling beware of making money the sole object. There is some pursuit in which you can make your mark. Are you fond of mathematics? Then be an engineer, mining, mechanical, or civil; take up a profession in which your peculiar talents are wanted. Are you in love with the classics of every age, and do you feel uneasy, unless your pen is busy? Would you be an author, a critic? Then be one! And remember that it is better to write such things as "Home, Sweet Home" and starve, than it is to lay bricks at \$4.50 per day, and live on the fat of the land. Would you be a merchant? Think! Have you the foresight, the love of traffic, the knowledge of human nature, requisite for a mercantile career? If you have made up your mind, go ahead! In a word, follow that occupation for which you are best fitted, and in which you can do the most good, and always remember that self-culture, an influence for good, and a deservedly honorable position in society, are far better criterions of success than the power of a Gould or the wealth of a Vanderbilt.

THE CHARACTER "&."

BY A PROFESSOR.

The character & is the modern form of &, the joining together of the letters & and & which begin

the Latin expression *et cetera*. The meaning of the Latin is, *and other things*, the gender being neuter; so it is a bad mistake to place *etc.* or &c. after a partial list of persons. The sign &, alone, is frequently read "and so forth," but this is incorrect as the "so forth" is not expressed by it, as the small c which is often placed after it means *cetera*, or "so forth; & signifies simply "and," being but another way of writing the Latin conjunction *et*. In the United States the & has long been used more than in any other country; in manuscripts it is almost invariably placed for the word "and," and in such common usage as for a connective in a firm name, like Samuel Brohl & Co. Americans seldom spell out the word as they do in England, Samuel Brohl and Company. There are as many forms of this useful abbreviation as there are designs in typefaces, but in most of them we can detect the faint outlines of the script letters e and t, and in many they are quite distinct. It is really a monogram; here are some of the many kinds. Look over them and see how many are true to their original design:



THE distinction and end of a soundly constituted man is his labor. Use is inscribed on all his faculties. Use is the end to which he exists.—EMERSON.

THAT which we are we shall teach, not voluntarily, but involuntarily. Thoughts come into our minds by avenues which we never left open, and thoughts go out of our minds through avenues which we never voluntarily opened. Character teaches over our head.—EMERSON.

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Dr. J. L. WILLIE, Eliot, Me., says: "Horsford's Acid Phosphate gives most excellent results."

BOOK DEPARTMENT.

NEW BOOKS.

NEW ENGLAND BIRD LIFE: A Manual of Ornithology. By W. A. Stearns and Elliott Coues. Boston: Lee & Shepard. 2 vols.

After several years of preparation this work is now published in two very attractive volumes with the most gratifying completeness of contents. The preface gives an account of the delays and obstacles met with in writing and editing the work, and the conclusion to be drawn by the reader is the agreeable one that extraordinary care has been exercised by the authors. The burden of the work has evidently fallen to Dr. Coues as the editor and general superintendent of the preparations. An examination of the two volumes will convince anyone that the duties have been admirably performed.

The treatise was undertaken years ago by Mr. Stearns at the suggestion of Dr. Coues. When the manuscripts were first finished they were subjected to diligent revision time and time again, and with the additions of Dr. Coues, who had assumed the position of collaborer with the author, the work was brought down to date. No new data on the subject have been furnished by the scientific world which have not been made use of; as facts became known they very soon after became a part of his contents. The investigations and studies have been without stint and the New England Fauna have been mirrored in a manner that does the subject perfect justice. There is no especial reason for selecting the clearly defined area called New England for the writing of a standard ornithology; since there are doubtless many other sections of the country more abundant in interesting bird-studies, but the fact is the New England birds are better known and science has more successfully learned them, their species, structures, habits, life. This, it is unnecessary to say, is the best kind of a reason for building a notable work on ornithology from researches within that particular territory. "New England Bird Life" will at once take up a convenient place in all good libraries.

THE STORY OF IDA. By Francesca. Boston: Cupples, Upham & Co. 75 cents.

This pretty little book, just published, is of special interest to readers in this country. It seems that the pseudonym "Francesca" is only a slight change of the Christian name of Miss Frances Alexander, a well-known lady artist of Boston, who is now living in Florence. John Ruskin was attracted by the merit of her paintings, several of which he purchased at extraordinary prices, and sought her acquaintance. He found as much to admire in her intellectual power as in her skill with the brush, and it was at his urgent request that the beautiful little book, written as a private memorial to be published, he himself undertaking to edit it. In his introduction Mr. Ruskin says: "The following story of a young Florentine girl's too short life is absolutely and simply true. Let it be noted with frank reverence that this is the story of a Catholic girl written by a Protestant one, yet the two of them so united in the truth of the Christian faith, and in the joy of its love, that they are absolutely unconscious of any difference in the forms or letter of their religion." A reproduction of a painting of Ida, by Francesca's own hand, accompanies the book as a frontispiece.

THE SCHOOL SONG BOOK. By E. O. L. Philadelphia: Sower, Potts & Co. 60 cents.

It is obvious enough that Prof. Lyte has an appreciation of the wants of both teacher and pupil in the matter of singing. The songs and hymns forming the contents of this new book are suitable and varied, and possess a newness and freshness which almost give life to the pages, even unassisted by the voice. The customary way of going over a new song book, turning the leaves at leisure and humming the airs here and there as they catch the eye, has, in this case, given us a most agreeable impression of the volume. An appendix con-

THREE LECTURES on Subjects connected with the Practice of Education. By H. W. Eve, M.A., Arthur Sedgwick, M.A., and E. A. Abbott, M.A., D.D., Head Master of the City of London School.

GENERAL AIMS OF THE TEACHER, by F. W. Farrar, D.D. and "Form Management," by R. B. Poole, B.D. Cambridge: The University Press.

These two small volumes contain lectures delivered at Cambridge University in the Easter and Lent terms of last year, and have been published at the request of the Teachers' Training Syndicate, London. They were intended for the benefit of those who will be engaged in the middle class and higher grade schools, but teachers in

elementary schools may obtain many suggestive hints from their perusal. The names of the lecturers furnish sufficient guarantee of their value to all engaged in the education of the young. They should be carefully read by every one anxious to make himself as perfect as possible in the difficult art of training young minds.

AMONG OUR EXCHANGES.

The midsummer number of *Frank Leslie's Illustrated Newspaper* gives its readers a double quantity of illustrations and reading. The success of this paper has been something wonderful; and it is to-day a pictorial standard in every section of the country. In no respect are its pages aback of the times. Editorially, the public will agree, it has maintained a rare and uniform ability.

The August *Atlantic* contains two additional chapters of Mr. Crawford's new serial, "A Roman Singer," Mr. Lathrop's "Newport" serial, Rev. Brooke Hereford's paper on "The Trustworthiness of Early Tradition," "The Hare and the Tortoise," by Sarah Orne Jewett; Henry James' "The Country of the Loire." Ernest W. Longfellow, son of the world-famous poet, contributes an excellent article on "Reminiscences of Thomas Couture;" Charles Dudley Warner contributes "Around the Spanish Coast," and these contributions together make a remarkably good summer number of the *Atlantic*.

In the *Critic* of July 28, Mr. W. J. Rolfe, the Shakesperian, points out a number of typographical errors in the standard editions of "The Lady of the Lake," and Miss Charlotte Adams translates for American readers an interesting article entitled "My acquaintance with Cable," which appeared lately in a Russian magazine.

A new serial story, by Mrs. A. D. T. Whitney, with the title of "Buttered Crusts," will begin in the September number of *Wide Awake*, and run through the rest of the year.

Mastery, the most instructive weekly for young people that comes to our table, offers to young artists fourteen cash prizes, amounting to one hundred and fifty dollars, for the best fourteen pen and ink sketches that may be submitted, illustrating any of the International Sunday-school Lessons of the current quarter, reserving only the right to purchase the successful drawings at market rates, the payment thereof to be in addition to the prizes. Rev. Charles S. Robinson, D.D., of N. Y. city, has consented to act as judge of the competing drawings. The object of this offer is to encourage among the young people the study and practice of the useful art of free-hand drawing with pen and ink.

The *Popular Science Monthly* for August contains among many interesting articles, the following of special merit: "On Radiation," by Prof. John Tyndall, F.R.S.; "Technical Education," by A. Curtis Bond; "Association of Colors with Sounds," by Henry de Parville; "The Chemistry of Cookery," by W. Matthieu Williams; "The Geological Distribution of North American Forests," by Thomas J. Howell; "The Telephone, with a Sketch of its Inventor, Philip Reis," by W. F. Channing, M.D.

The *Art Interchange* has entered upon its eleventh volume. During the five years of its publication the journal has grown from a four-paged sheet—without illustrations, supplement sheet, or "questions and answers" to one of sixteen pages, with a profusion of illustrations representative of both pictorial and decorative art, and an inquiry department, which, for fullness, accuracy, helpfulness, and diversity of subjects treated, is unrivaled. Among the patterns now being issued in the supplement sheet are a series of designs selected especially for *Art Interchange* by a representative during a recent European tour, and authorized for publication from the Royal School of Art Needlework at South Kensington, England. The paper has in contemplation the publication at intervals of one month, making twelve in the course of a year—of studies in color. They will include flower and figure subjects, and each design will be in several colors.

NOTES.

tains a concise course in music and musical notation.

Apropos to the celebration of the hundredth anniversary of the founding of a very famous old classical school [June 21st, 1883], Frank H. Cunningham has prepared [and James R. Osgood & Co. have published] a very interesting book entitled, "Familiar Sketches of the Phillips Exeter Academy and Surroundings," illustrated with twenty heliotypes, etc., and portraits of seven eminent leaders of the school. It treats in a bright and familiar way the history of this famous institution which claims among its alumni such men as Webster, Sparks, Hildreth, Butler, Cass, Everett, Bancroft,

and Robert T. Lincoln, with many delightful anecdotes and memorabilia, and accounts of the boy-life of many illustrious Americans. This volume will have great interest for all friends of education, and for all who have boys to prepare for strong lives, as well as for the many graduates and friends of Exeter all over the country.

Americans do not seem to value the beauty of the memories associated with the haunts of our men of letters. The Concord cottage where Hawthorne wrote; and the house where Poe wrote "The Raven," have been sold within a month for no more, or rather for less than their actual value.

It may be a significant fact about Walt Whitman, that, while there is a great difference of opinion as to his poetical genius, the Critic recognizes it fully, and that paper is fully recognized as competent authority.

At Wellesley College there is a beautiful room named in honor of Mrs. Browning, in which is kept Story's bust of the poetess and the MSS. of "Little Mattie," the latter presented by Robert Browning.

Thousands have enjoyed reading the delightful magazine articles of "H. H." and wondered who its author can be. Her name is Helen Hunt, and she was the daughter of Professor Fiske, of Amherst College, somewhat distinguished in his day as a classical scholar. He went abroad many years since on account of feeble health, and died in Jerusalem. Her mother died several years before, leaving two daughters. The eldest was Helen who was born in Amherst, where her early childhood was spent. She inherited some property from her mother, and, on the death of her father, Deacon Julius Palmer of Boston, became her guardian, and during her minority she was under his care. As a school-girl her compositions attracted a good deal of attention, and gave promise of the power as a writer which has since been developed. She was attractive in her personal appearance, very popular with her associates, and seemed to possess a kind of magnetic power by which she attracted, even fascinated, whomsoever she would. She mingled much formerly in the best circles of American society in Washington, New York, Albany and Newport, and would be everywhere regarded as a refined, polished, cultivated woman.

The *Literary World* says: "The South seems to be on the eve of a literary awakening. Already George W. Cable has won fame in a hitherto untried field of fiction. Joel Chandler Harris ("Uncle Remus") has gained a rapid reputation as a teller of plantation stories. Paul H. Hayne is sufficiently popular to have a collected edition of his poems published. Professor James A. Harrison writes bright books of travel. Mrs. Tiernan is the author of the most popular of the "Round-Robin" series of novels, and Eugene L. Didier is taking rank as a critic."

One million and a half copies of Martin F. Tupper's "Proverbial Philosophy" have been sold in this country, but the author has reaped little benefit from it. Some of Mr. Tupper's admirers, including Mr. Gladstone, Lord Houghton, Mr. Ruskin and Mr. Robert Browning, are raising a fund to be presented to him.

The weekly publication of sermons preached by Henry Ward Beecher, under the title of *Plymouth Pulpit* has proved a successful venture. Price 7 cents each; \$2.00 a year. New York: Fords, Howard & Hulbert.

A book of noteworthy argumentative strength is "God Out and Man In," by Rev. W. H. Platt, rector of St. Paul's Church, Rochester, N. Y. The purpose of the book is to expose the fraud of Robert G. Ingersoll's promulgations, and the design seems to be well fulfilled. Messrs. Steele & Avery, of Rochester, publish the book.

Mr. Green's "Short History" has had a sale of 90,000 copies in England alone.

Mr. Aldrich's editorial den in Boston overlooks a cemetery. The other day a friend called on him and made some remark about his pleasant surroundings, to which the editor of *The Atlantic* remarked: "Yes, I have excellent neighbors; they never send in any manuscript."

"A Life on the Ocean Wave," is the song, written nearly a generation ago by Henry Russell, who still lives hale and hearty in London. The novelist, W. Clark Russel, is his son.

The ripest and best fruitage of the earnest thought of Rev. J. M. Manning, D.D., the late beloved pastor of the Old South Church, Boston, is promised in the last work of his hands, "Not of Man, but of God," a book soon to be published by D. Lothrop & Co., Boston.

publisher's Department.

Baker, Pratt & Co. are now opening daily their new imported goods for the fall and holiday trade, and great bustle prevails at their establishment in Bond street. The display of novelties is bewilderingly brilliant and irresistibly attractive. The fancy and artistic goods' department is one of the "show places" for those to call at who are in town. The long tables groan under one of the finest collections of metal work ever shown in this country, work that comes as a revelation of what lightly delicate and artistic effects may be obtained from the skilful manipulation of iron, brass, and other metals.

GEOGRAPHICAL CARDS.

Much interest is taken in the use of Freeman's Geographical Cards. They prove a decided help to the teacher and the young pupils discover by means of them entirely new phases of a usually dry study. The cards are published in neat workmanship and put up in a tasty box about the size of a school-book. From a careful examination of their use and motive, we are ready to second the recommendation by State Commissioner DeWolf, of Ohio, who says: "I heartily endorse the plan and believe that they will do the work claimed for them by the author."

Hay Fever. I have been a hay-fever sufferer three years; have often heard Ely's Cream Balm spoken of in the highest terms. A friend persuaded me to try it, and with the most wonderful success. T. S. Geer, Syracuse, N. Y.

FOR THE CURE OF SUNBURN, prickly heat, tan, rough or chafed skin, "Pearl's White Glycerine" is instantane ous; its application is soothing and very healing.

It is not necessary to enter into particulars in reference to the complicated organic and functional difficulties to which the more delicate classes of American women are subject; but we take pleasure in saying that Mrs. Lydia E. Pinkham's great remedy for all these troubles has an unbounded popularity.

MARK TWAIN remarks that all we need to possess the finest navy in the world is ships—for we have plenty of water.

I'm going to a masquerade ball this evening, and I want an appropriate dress," he said to the costumer. "What is your business?" "I'm a milkman." "Ah! then you'd better put on a pair of pumps and go disguised as a waterfall."

"WHY do those men run so fast this hot weather? Is anybody dying?" "No." "How red their faces are! They will burst a blood-vessel. See, they are almost fainting, but they still try to run. Poor fellows! Have they just escaped from prison?" "No, my child. They have summer cottages out of town and are merely trying to catch a train."

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Removes Tan, Pimples, Freckles, Mole Patches and every blemish on beauty and defect detection. It has stood the test of thirty years, and is so harmless we taste it to be sure the preparation is properly made. Accept our company of similar names. The distinguished Dr. L. A. Bayre said to a lady in his office, "I am patient with you."

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To any suffering with Catarrh or Bronchitis who earnestly desire relief, I can furnish a means of Permanent and Positive Cure. A Home Treatment. We charge for consultation by mail. Valuable Treatise Free. Certificates from Doctors, Lawyers, Ministers, Business-men. Address Rev. T. P. CHILDS, Troy, Ohio.

In the Pilot House.

"Yes, sir; this kind of work obliges a man to keep sober as a judge. Of all men in the world, steamboat pilots and railroad engineers should let liquor alone. For on their clearness of sight and coolness of head depends the safety of life itself."

Keeping his hand on the wheel as he said this, Mr. A. Brockman, of No. 29½ Silver street, Chicago, added: "Of course, some of 'em drink; but the sober ones have the best positions and the best pay. Yes, the work and exposure sometimes tells on us; but for my part, I find PARKER'S TONIC to be all the invigorant I need. I've got a bottle aboard here now; never go on a trip without it. When I haven't any appetite, or am in want of sorts, it sets me up in no time. If drinking men would use the Tonic, it would help 'em to break off. (No, that isn't a light-house; it's a star, low down near the water.) As I was saying, the Tonic is now life bottled up. You see that flagstaff? Well, with a bottle of PARKER'S TONIC in the locker I can keep malaria as far from me as that, all the time. My wife has used it for three years for summer complaints and colic, and as an invigorant, when she's tired out from overwork. She says the Tonic is a daisy. Good-bye! Don't break your neck going below."

This preparation, which has been known as PARKER'S GINGER TONIC, will hereafter be advertised and sold simply under the name of PARKER'S TONIC. As unprincipled dealers are constantly deceiving their customers by substituting inferior articles under the name of ginger, and as ginger is really an unimportant ingredient, we drop the misleading word.

There is no change, however, in proportion itself, and all bottles remaining in the hands of dealers, wrapped under the name of PARKER'S GINGER TONIC, contain the genuine medicine if the fac-simile signature of HISCOX & CO. is at the bottom of the outside wrapper.

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Geo. A. Bacon, Ph. D., Principal High School, Syracuse, N. Y., says: "I have tried the State-Pencil Slating in my mathematical room, and find it satisfactory in the highest degree." R. B. Smith, Prof. of Mathematics, Baldwin College, Ohio, says: "Your State Pencil Slating is the best board slating I have ever seen. It is perfectly dustless, and gives a better surface of work than any other." **We WANT THIS SLATING TESTED.** We have therefore prepared one thousand yards of Slated Paper. We will supply the Slated Paper, ready to be tacked upon the wall, at Fifty Cents per square yard. Try it and try it now. You will hereafter use no others.

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It may be applied to any surface with an ordinary brush. Full directions furnished.

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 Little ones by scores!
 Marching to the music
 Of familiar airs,
 Tells the common story—
 "School life and its cares."
 Blessed little faces,
 Pictures in a row;
 Buds of coming blossoms—
 How the dimples glow!
 Mark each true endeavor
 To subdue the will,
 Stifling fun and frolic,
 Try to keep still.
 Rosy little fingers
 Toyed with the books,
 Lately picking berries
 In the shady nooks;
 Feet that prove rebellious
 To the measured tread,
 Yesterday a-roaming
 Through some clover bed.
 Soon you'll take it kindly,
 Merry little men,
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 With the book and pen.
 Little men and maidens,
 You are sure to win—
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 Heed it "School is in."

AN unfortunate wife was killed at Troy, N. Y., while cooking her husband's breakfast in a fearful manner.—*New York Illustrated Times*. There are a great many women all over this free land of ours cook their husband's breakfasts "in a fearful manner," but it is not often that justice overtakes them, as it seems to have done in this case.

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I was terribly afflicted with Kidney Disease and Dropsey, having suffered for over three years. Employed the best physicians in this country, and obtained no relief, but was getting rapidly worse. My family and friends had lost all hope. My son happened to read your advertisement of Hunt's Remedy, and procured the medicine for me. I began to take it, and it worked like a charm. After taking several bottles I became entirely well. I am indebted to Hunt's Remedy for saving my life; and if it had not been for your great medicine I surely would have been in my grave to-day.

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"Pain is a prayer of a nerve for healthy blood." "Neuralgia is like most pain, the prayer for healthy blood." "Neuralgia is intimately linked with the presence of poisons in the blood, mineral, or produced within the body." "At other times the offspring of simple anaemia, mere bloodlessness." "Neuralgia pain tells of unhealthy blood, blood either containing a positive poison or itself deficient in nutrient material."

"DIABETES.—If food can be taken in sufficient quantity and assimilated, which undergoes no saccharine transformation, the diabetes is preserved; if not, he perishes."

"It is not the amount swallowed, it is the amount digested, which is to be the measure of actual nutritive material in the blood, and from it the nutrition of the starved tissues."

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7. For all my life have I been plagued with sickness and sores, and not until a year ago was I cured, by Hop Bitters.

8. He that keepeth his bones from aching from Rheumatism and Neuralgia, with Hop Bitters doeth wisely.

9. Though thou hast sores, pimples, freckles, salt rheum, erysipela, blood poisoning, yet Hop Bitters will remove them all.

10. What woman is there, feeble and sick from female complaints, who desireth not health and use Hop Bitters and is made well.

11. Let not neglect to use Hop Bitters bring a serious Kidney and Liver complaint.

12. Keep thy tongue from being furred, thy blood pure, and thy stomach from indigestion by using Hop Bitters.

13. All my pains and aches and disease go like chaff before the wind when I use Hop Bitters.

14. Mark the man who was nearly dead and given up by the doctors after using Hop Bitters and became well.

15. Cease from worrying about nervousness, general debility, and urinary trouble, for Hop Bitters will restore you.

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